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ABSTRACT

Three volumes contain the results of a projejct to develop an evaluation procedure and training program for young adults and adults with hearing impairments, visual impairments, or multiple handicaps. Four major components are included: (1) the National Independent Living Skills Screening Instrument, The National Independent Living Skills Assessment Instrument, The National Independent Living Skills Curriculum Guide, and the Screening for Physical/Occupational Therapy Referral (SPOTR) Tool. The screening/assessment instrument and curriculum guide focus on seven areas of independent living skills: community awareness, legal awareness, money management, family responsibility, health/hygiene, social/interpersonal skills, and maladaptive behavior. The resulting profile can illustrate strengths and weaknesses and indicate a relationship of functioning to a continuum of supervision levels found in alternative living environments. The SPOTR identifies the need for referral to occupational/physical therapists. The curriculum guide delineates units of instruction according to supervision levels and specific resources and materials. (CL)

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SKIL:SACK

Skills of Independent Living: Screening, Assessment, and Curriculum Kit

Volumes I, II and III

National Independent Living Skills Project

SCREENING FOR PHYSICAL AND OCCUPATIONAL THERAPY REFERRAL

SPOTR

Volume I

By

Terry Woosley, O.T.R., R.N.
Robert S. Harden, M.S., R.P.T.
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NILS

Skills of Independent Living:
Screening, Assessment, and Curriculum Kit

National Independent Living Skills Project

SCREENING FOR PHYSICAL AND OCCUPATIONAL THERAPY REFERRAL

SPOTR

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1984

PREFACE

In November 1981, the Alabama Institute for Deaf and Blind was awarded a three-year grant project by Rehabilitation Services Administration. The purpose of the National Independent Living Skills (NILS) project was to develop an evaluation procedure and training program for adults (16 years and older) who may be hearing impaired/deaf, visually impaired/blind or multihandicapped/deaf-blind. A fundamental aspect of the project was a multidisciplinary approach to evaluation and training of independent living skills. The multidisciplinary team responsible for the development of project materials included the following disciplines: occupational therapy (OT), physical therapy (PT), recreation therapy, rehabilitation teaching and counseling. Basic operational assumptions underlying the development of project materials were as follows:

- Independent living skills constitute a continuum of skills and individuals fall on this continuum at different levels.
- Assessment and training of independent living skills is not just applicable to lower functioning individuals;
- Independent living skills do not vary for disabled or non-disabled persons;
- Independent living skills are critical to job performance;
- Independent living skills *are not* limited to the seven areas addressed in the NILS project; and
- Assessment and training of independent living skills is only one aspect of the independent living skills movement.

As a result of the NILS Project, a collection of materials has been developed and published as the SKIL:SACK, Skills of Independent Living: Screening, Assessment, and Curriculum Kit. Four major components are included:

(1) the *National Independent Living Skills Screening Instrument,*

(2) the *National Independent Living Skills Assessment Instruments,*

(3) the *National Independent Living Skills Curriculum Guide,* and

(4) the SPOTR, *Screening for Physical/Occupational Therapy Referral* tool.

The focus of the independent skills screening and assessment instrumentation and curriculum guide is on seven areas of independent living skills: community awareness; legal awareness; money management; family responsibility; health/hygiene; social/interpersonal skills; and maladaptive behavior. The Community Awareness instrument explores an individual's knowledge of the purpose and functions of community and public agencies, organizations, and businesses. Health/Hygiene assesses personal hygiene, basic first aid and safety, sexuality, substance abuse, and personal health. Legal Awareness questions knowledge of basic rights, the judicial settings, legal aid, and contracts/leases. Family Responsibility includes home maintenance, marriage, and child care. Money Management covers aspects of money identification, money values, making change, paying bills, credit, taxes, and insurance. The Social/Interpersonal and Maladaptive Behavior Checklists serve as referral tools to counseling and/or mental health services. The instruments have been developed to assess a client's current level of functioning. Results of the assessment will provide a profile of a client's skills in one or more of the seven independent living skills areas. The profile will illustrate the client's skills in one or more of the seven independent living skills areas. The profile will illustrate the client's strengths and weaknesses in each area and indicate a relationship of his/her functioning to a continuum of supervision levels found in alternative living environments, such as group homes or supervised apartments. Instructors can then refer to the profile to: (1) identify areas of training; (2) prioritize areas of programming; (3) locate units of instruction in the curriculum guide; and (4) delineate training objectives. The curriculum guide will specify resources for materials, media, and referral to existing curricula addressing independent living skills.

In addition, the curriculum guide outlines adaptations and devices that can be incorporated in the instruction of independent living skills to sensory impaired individuals.

The SPOTR identifies the need for referral to occupational/physical therapists for evaluation. Designed to be administered by non-therapists, this instrument attempts to provide an objective, cost-effective method of referral for therapy evaluation and/or services for individuals with sensory impairment. Utilization of this screening tool is also projected to be an effective means of defining the role of occupational and physical therapy on the rehabilitation team. Thus, use of this instrument may help an administrator to quantify how much OT/PT services his agency needs and may also facilitate interdisciplinary communication and collaboration.

Administrators of programs can utilize data from the SKIL:SACK for long-range planning at the local, state and regional levels to design and provide for the independent living skills service needs of disabled populations. It is anticipated that the instrumentation and curriculum guide developed in conjunction with the SKIL:SACK will provide the fields of education and rehabilitation a valid means of assessing students' skills, identifying areas of instruction and, ultimately, enhance independent living for the disabled adolescent and adult.

INTRODUCTION & DEVELOPMENT

INTRODUCTION

The Screening for Physical and Occupational Therapy Referral, the SPOTR, is a screening instrument designed to identify a client's need for referral for occupational and/or physical therapy evaluation and possible treatment. The SPOTR was developed by therapists to be used by non-therapists with adults, 16 years and older, who are sensory impaired. This instrument is a cost-effective means of identifying the need for professional services that frequently are not found in settings which serve the sensory impaired population. The SPOTR is one component of the Skills for Independent Living: Screening, Assessment, and Curriculum Kit (SKIL:SACK) developed by the National Independent Living Skills (NILS) Grant Project.

Purpose

The primary purpose of the SPOTR is the identification of those adults who need to be evaluated by an occupational and/or physical therapist because of deficits in the sensorimotor behaviors that are basic to self-care, work and play/leisure activities. The project therapy staff perceived a need for occupational and physical therapy services for the sensory impaired adult to facilitate learning of independent living skills. They also recognized a need to educate other professionals working in this field regarding the roles of occupational and physical therapists.

A basic premise of the NILS model is that independent living skills training for the sensory impaired should proceed from (a) screening, to identify need for services, to (b) assessment, to identify the client's strengths and weaknesses, and then to (c) training, based upon objectives derived from assessment. The project therapists believed that indepth assessment of the sensorimotor capacities of sensory impaired individuals should be performed by occupational and physical therapists and that, frequently, the most appropriate "training" for remediation of deficits in these areas may be occupational and/or physical therapy. Therefore, this screening instrument was designed to identify the need for referral to OT/PT personnel for evaluation and possible treatment. While the SPOTR has been specifically designed for utilization with sensory impaired adults, individuals having other disabilities were also included in the field test population. Thus, the SPOTR may be used in many types of settings with clients who have one or more of a variety of handicapping conditions.

The screening and referral process for OT/PT within the medical setting is traditionally initiated by the physician. However, in the education setting, OT's and PT's frequently screen clients first through such methods as record review, client interview, discussion with other professionals, informal observation of client performance or use of a screening tool. Many agencies working with sensory impaired clients utilize a non-medical model of service delivery and few employ therapists. The SPOTR is a cost-effective means by which the non-physician, non-therapist can effectively compile and analyze data regarding the client's need for OT and PT services. Since the SPOTR provides an outline of some of the behaviors that a therapist assesses when evaluating a client, this instrument should also provide the non-therapist screener a better understanding of the role of OT's and PT's.

OT's and PT's both assess movement and the quality of movement. Following evaluation, OT's and PT's seek to treat movement dysfunction as they work to develop and improve muscle tone and strength, increase joint range of motion, encourage development of normal gross and fine motor coordination, and increase physical endurance. OT's and PT's are trained in a clinical, neurological approach to development. They both work towards the goal of optimal performance of practical, functional skills. Both are knowledgeable regarding identification of environmental barriers and adaptive equipment for physically disabled clients. The roles of the OT and the PT are thus similar in many basic areas, but differences become more apparent within the realm of treatment.

The physical therapist seeks through treatment to improve the client's functional abilities primarily in the area of gross motor skills and coordination, as in activities like sitting and walking. The PT seeks to normalize muscle tone, improve strength and endurance, posture and balance, thereby facilitating functional movement. The physical therapist is knowledgeable in orthotics, e.g., bracing and casting, and assistive devices, e.g., ambulatory aids and individual positioning equipment.

The OT seeks to improve the client's abilities to perform the sensorimotor components of specific independent living skills, e.g., self-care, work, and play/leisure tasks. OT's are knowledgeable about object manipulation, sensory integration, and vocational evaluation/preparation. OT treatment is carried out primarily through client involvement in activities which may incorporate the use of adaptive devices, e.g., writing aids, feeding equipment; adaptive techniques, e.g., one-handed dressing, energy conservation; and/or environmental modifications, e.g., re-arrangement of living quarters, work-place accomodations.

Content

The SPOTR is a 104 item instrument with a possible total score of 304 points. It also provides guidelines for the identification and documentation of pain. Each of the subtests in the SPOTR is designed to screen for problems in specific areas of sensorimotor performance. The seven subtests are:

SUBTEST 1: MOVEMENT (28 items). Tasks allow for observation by the screener of client's movement at the forearms, hands and fingers, trunk, hips, knees and ankles while seated and movement of the head and neck, shoulders, arms, and hands, trunk and ankles while standing. This subtest identifies potential problems in joint range of motion, neuromuscular coordination, motor sequencing, crossing the midline of the body, bilateral motor coordination, and reflex integration.

SUBTEST 2: STRENGTH (4 items). Tasks allow for observation by the screener of client's strength when lifting weights (3 lbs., 10 lbs., 20 lbs.,) from the floor to waist level and from waist level over head. This subtest identifies potential problems in muscle tone and strength.

SUBTEST 3: HAND USE (35 items). Tasks allow for observation of simulated activities of daily living such as eating, dressing and object manipulation. This subtest identifies potential problems in fine motor coordination, directionality/laterality, tactile discrimination, object recognition (stereognosis), spatial relationships, bilateral motor coordination, sequencing and perceptual-motor function.

SUBTEST 4: FUNCTIONAL MOBILITY (16 items). Tasks allow for observation by the screener of transfers, sitting and standing balance, gait, and management of obstacles such as steps. This subtest identifies potential problems in functional movement within the environment.

SUBTEST 5: ORAL-MOTOR SKILLS (8 items). Tasks allow for observation of the components of oral-motor coordination involved in eating and drinking. This subtest identifies potential problems in lip closure, tongue mobility, jaw control, and swallowing.

SUBTEST 6: POSTURE (13 items). By observation the screener compares the client's posture to "normal posture" at the head, shoulders, trunk, hips, arms, legs, and feet as presented in the posture checklists. This subtest identifies potential problems in musclo-skeletal alignment while sitting and standing.

SUBTEST 7: PAIN. During observation of the client's performance on all of the preceding subtests, the screener looks for indications of pain/discomfort. This subtest identifies potential limitations in functional activities resulting from pain.

DEVELOPMENT

Review of Related Research

Prior to the development of this instrument, a review of the literature was conducted to identify studies related to the sensorimotor development and performance of sensory impaired children and adults. This investigation yielded several significant findings regarding sensorimotor delay/dysfunction typically addressed by OT's and PT's in clinical practice.

In their work with the adult blind and visually impaired, Baker-Nobles and Bink (1979) noted repeated evidence of sensory integration deficits among their clients which interfered with learning of orientation and mobility skills, typing/writing, Braille, workshop assembly tasks, meal preparation, etc. Similar observations have been reported by other professionals working with the congenitally blind (Cohen, 1966; Cratty, 1971; Lowenfield, 1971; Wolff, 1966). DeQuiros (1978) stated that the neural feedback mechanism within the proprioceptive, vestibular, and visual systems is interrupted in blind children. Failure of that mechanism can cause motor activities to be uncoordinated with resultant perceptual distortions and learning difficulties (DeQuiros, 1978).

Vernon (1982) found that a large number of individuals with hearing and visual impairment secondary to congenital rubella syndrome also suffered neurological and cardiovascular damage with resultant cerebral palsy, epilepsy, mental retardation, behavioral disorders, and physical handicaps. Bittick and Haigwood (1980) cited cerebral palsy, gross motor delays, fine motor delays, and perceptual-motor dysfunction as the most frequent problems encountered by staff of the occupational therapy department at the North Carolina School for the Deaf. Other studies (Boyd, 1967; Lindsay & O'Neal, 1976; Vernon, 1979), indicate a higher incidence rate of physical disabilities within the deaf population than in the general population.

During 1982 and 1983, NILS Project staff made site visits to a number of exemplary agencies within the United States which serve sensory impaired individuals (Woosley, 1984). From an "eyeball screening" of the adult clients seen at those agencies, NILS Project OT's and PT's became increasingly aware of the need for therapy services. Project therapists also noted that many members of the rehabilitation team serving these clients were not aware of nor did they understand the role of occupational therapy and physical therapy with the sensory impaired. A survey of U.S. agencies (Iceman, 1982) provided further evidence that OT/PT services were underutilized in the education and rehabilitation of clients with sensory impairment. Of the 175 agencies responding, 73.1% offered no occupational therapy and 80% offered no physical therapy (Iceman, 1982).

Development of Screening Items

As an initial step in test development, fifteen categories of sensorimotor behaviors were selected as content areas for the screening: communication, range of motion, hand use, oral-motor skills, transfers, balance, ambulation, stairs, strength, auditory localization, self-care skills, adaptive/assistive equipment, posture, pain, and directionality/laterality. Criteria were then established as a guide for the development of screening items. These criteria specified that the items in the SPOTR should:

1. include the broadest possible sampling of independent living skills;
2. include the broadest possible sampling of sensorimotor behaviors evaluated by OT's and PT's in screening procedures;

3. assess the abilities of blind/visually impaired persons without penalty for visual deficits;
4. assess the abilities of deaf/hearing impairment persons without penalty for language/communication deficits;
5. be quick and easy to administer;
6. require relatively inexpensive, portable, and common place equipment;
7. pose little risk of injury;
8. be non-threatening to adults;
9. permit simple and objective scoring; and
10. communicate findings meaningfully in order to facilitate follow-up OT/PT evaluation.

Utilizing the established criteria, items from formal and informal assessments utilized by OT's and PT's in clinical practice (AOTA, 1981; AOTA, 1983; Coley, 1978; Gendreau, J., Vogel, M., Leyman, R., & Terman, G., 1980; Gilfoyle, 1980) were then reviewed. Items from standardized psychomotor tests (Bruininks, H., 1978; Mutti, M., Sterling, H., & Spalding, N.V., 1978) were also considered. Concurrently, screening items were derived from task analysis of all the independent living skills listed in the SKIL:SACK as necessary for an adult to live with "general supervision" (Iceman, D., Woosley, T., Windham, M., & Sanders, D., 1984). Based upon the hypothesis that an adult functioning with that degree of independence (Appendix A, Level 3) could also perform some type of vocational activity, the physical standards for "light work" (U.S. Department of Labor, 1972) were also incorporated. Considerable attention was also given to the selection and utility of the equipment/material required for the items. A total of 276 items were constructed and grouped hierarchially under the previously listed 15 content areas.

Content validity was established by a jury of expert therapists. Three OT's and two PT's with expertise in the areas of test and measurement development, sensory impairment, developmental theory and therapy, and/or independent living skills reviewed the 276 items, the manual, and the proposed study. The reviewers were requested to comment on each item as it related to optimal occupational/physical therapy evaluation of a sensory impaired adult. Specifically, reviewers responded to these questions:

(a) Is the tool comprehensive?

(b) Is it well-founded?

(c) Are instructions clear and understandable for non-therapists?

(d) Will the proposed process establish acceptable validity and reliability?

(e) Is it relevant to the population?

(f) Are there significant omissions?

(g) Are there suggestions for improving format, instructions, specific items, or the validation process?

J. Rogers (personal correspondence, May 9, 1983) concluded that "the test identifies limitations that are significantly related to functional limitations in 'independent living skills' or to ease of performance of such skills." B. Connolly (personal correspondance, April 25, 1983) stated that the SPOTR "appears to be based upon universally accepted activities which are used by occupational and physical therapists in their screening of patients." The content of the SPOTR also delineates significant aspects of sensorimotor problems cited previously from research studies with sensory impaired individuals. The SPOTR was then revised to reflect the comments and suggestions of the reviewing therapists.

Four vocational evaluators, one mobility instructor, and one recreation specialist also reviewed the SPOTR prior to a one-hour inservice which covered the following topics: (a) presentation of the purpose and rationale of the SPOTR, (b) explanation of general standardization procedures, (c) projected statistical analysis, and (d) specific procedures to be followed in the study. These potential screeners were also given the assignment of evaluating the administration instructions and recording procedures of the SPOTR. In order to determine if specialized training was necessary for prospective examiners, demonstration of the administration and recording procedures was not provided at any time for these potential screeners. NILS project therapists then incorporated the comments and suggestions of these non-therapist reviewers into the pilot test edition of the SPOTR.

Pilot Study

Fifteen subtests constituted the pilot study instrument. Thirty adults were administered the screening in the fall of 1983 to evaluate the clarity and adequacy of directions for each item and to determine measures of inter-rater reliability between OT/PT screeners and non-therapist screeners. These thirty clients, with sensory impairments listed as their primary disability (according to program placement), were selected from one secondary school and from one adult training facility of the Alabama Institute for Deaf and Blind (AIDB) in Talladega, Alabama. Subjects were selected to be a representative sample of the wide range of individuals served at AIDB. Sensory impaired students enrolled in developmental programming, those receiving technical training for job skills, as well as those with post secondary education potential were among this sample population.

Each client was screened twice within a two week period: once, by a pair of non-therapists, each of whom rated the client's task performance unaware of the ratings of the other screener, the OT or the PT and, again, by an OT and a PT unaware of the ratings of the other therapist or of the non-therapists. Screeners alternated roles as observer and examiner for all thirty clients. Non-therapist screeners included four vocational evaluators, one orientation and mobility specialist, and one recreation specialist. Therapist screeners included the three authors: one consultant physical therapist with experience in acute-care and rehabilitation; one consultant physical therapist with experience in pediatrics and developmental disabilities; and one full-time occupational therapist with experience in developmental disabilities and home/school- based rehabilitation.

Construction of the Field-Test Edition

Data from the pilot study and consultation with the pilot test screeners were used to select and refine items for the field-test edition of the SPOTR. The correlation coefficients of interrater reliability between OT and PT, OT and non-therapists, and PT and non-therapists for each item were given major emphasis during this selection process. Consideration was also given to certain practical matters related to cost, length of administration time, objectivity in scoring, client's use of assistive equipment and additional specific guidelines for test administration to the sensory impaired. Items with low reliability were critically examined for imprecise instructions and/or multiple components; such items were then eliminated or clarified.

Two-hundred sixty-seven items from the pilot study were selected for the field-test edition. These items were grouped into eleven separate subtests as opposed to the original fifteen categories. Some of the subtest names were changed slightly to reflect more accurately the skills measured.

Field Test

The field testing of the SPOTR was conducted during the fall and winter of 1983-1984. Subjects for the field study were selected by school personnel from class lists of students from a school for the multihandicapped sensory impaired, from a school for the blind and visually impaired and from a day-care center for mentally retarded adults. Also included were all clients assessed in the vocational evaluation unit of a technical facility for adult sensory impaired during each of five monthly intake periods. Again, clients were selected to represent the wide range of individuals with sensory impairment who are served by AIDB. NILS Project staff and Advisory Committee members felt that this sample of AIDB clientele adequately represents the mildly handicapped and the severely/multiply handicapped populations served by other U.S agencies for the sensory impaired. Day-care clients with moderate-severe mental retardation and multiple handicapping conditions were also included to expand the normative data of the SPOTR and, thus, to establish its usefulness with the developmentally disabled

The total sample population numbered 147 subjects. The thirty clients screened in the pilot study were included in the total sample number. Table 1 illustrates the descriptive characteristics of the field test population. The relatively large proportion of subjects in the 16-20 year age group of the sample represents those clients who qualify for Vocational Rehabilitation evaluation and services at age sixteen in Alabama. Also, Children and Youth

Programs of AIDB serve students aged birth-21 years and students from these programs composed 51% of the sample population. Primary disability for each client was determined either by the referring rehabilitation counselor or by school placement and eligibility for special services.

Table 1

Descriptive Data of Field Population

Descriptor	Percentage	Descriptor	Percentage
Age		Primary Disability	
16 - 20	67	Hearing Impairment	22
21 - 30	15	Visual Impairment	38
31 - 40	11	Deaf-Blind	12
41 - 50	4	Mental Retardation	17
51 and above	3	Physical Impairment	2
		Emotional Conflict	3
		Other	6
Sex		IQ	
Male	64	110 and above	6
Female	36	90 - 109	13
		80 - 89	15
Race		70 - 79	20
		55 - 69	16
Black	44	40 - 54	13
White	56	0 - 39	13
		Unknown	4

N = 147

Each client was rated by three screeners - one non-therapist, one OT and one PT, each of whom rated the client independently, unaware of the other screener's rating. Some clients were screened once with concurrent rating by three screeners. Others were screened twice, once by a non- therapist and then again by the OT and PT. Therapists and non-therapists alternated roles as screener and observer for the entire field test. Non- therapist screeners included one orientation and mobility specialist and five vocational evaluators. The therapists who served as screeners for the pilot study were again used to conduct the field test.

Inter-item correlation coefficients were calculated to evaluate item correlations and the relationships between each item and the total score. The overall Crombach's alpha was 0.84, indicating acceptable internal consistency of all items of the SPOTR.

Inter-rater reliability was analyzed for each item of the SPOTR. Pearson product moment correlation coefficients for each of the 104 items included in the screening are listed in Appendix B. Table 2 summarizes the results of this data analysis by subtests. The mean correlation coefficients for each group of screeners was calculated to be .858 between OT and PT, .808 between PT and non-therapist, and .837 between OT and non-therapist. These figures indicate that the overall inter-rater reliability of the SPOTR is high.

Table 2

Inter-Rater Reliability of the SPOTR[a]

	Mean Correlation Coefficient		
SUBTEST	OT:PT	PT: Non-therapist	OT:Non-therapist
Movement	.863	.802	.809
Strength	.914	.832	.878
Hand Use	.843	.817	.808
Functional Mobility	.853	.742	.775
Oral Motor Skills	.848	.793	.809
Posture	.843	.836	.891
SPOTR (overall)	.858	.808	.837

[a] SPOTR -- Screening for Physical and Occupational Therapy Referral

This data suggests that satisfactory inter-rater consistency can be achieved on the items of the SPOTR, even when the screener has had no formal training in administration and scoring. Furthermore, the data indicates that screening results of the SPOTR obtained by occupational and physical theraists consistently agree with screening results obtained by non-therapists

The current edition of the SPOTR was constructed from the data obtained in the pilot and field studies. The screening items of this edition were selected according to the following criteria:

1. the degree of agreement between OT and PT, OT and non-therapists, and PT and non-therapist for each item, as shown in Appendix B;
2. the inter-item correlation coefficients;
3. the ease of scoring; and
4. the time required to arrange materials and administer each item.

One hundred four items were selected for the current edition of the SPOTR. These items were grouped in the following subtests: Movement, Strength, Hand Use, Oral-Motor Skills, Functional Mobility, Posture, and Pain. The recording form was modified to a test booklet format along with revision of the screening manual. In addition, cut-off scores were determined and referral error rates (Appendix F) were calculated to assist the screener in making objective and accurate decisions. This data is described in the "Scoring and Interpretation" section of the manual.

GENERAL DIRECTIONS

Effective administration of the SPOTR requires careful planning and implementation of the screening process. Thorough familiarity with the manual and the recording booklet, advanced preparation of the physical setting and equipment, realistic scheduling of clients and areas, consideration of communication modes specific to each case, and the ability to establish rapport with the individuals to be screened are essential to the process.

Screener Qualifications

The SPOTR is designed to be administered by non-medical personnel, e.g., mobility specialists, vocational evaluators, physical education teachers, recreation specialists, independent living skills instructors, etc., but this does not preclude nurses, therapists or other medical personnel from administration. Regardless of the screener's background, the following qualifications are necessary for effective utilization of this instrument:

1. No specialized training or credentials are needed prior to administration of the SPOTR. However, a working knowledge of the standards for administration and interpretation of various standardized testing procedures is required. Familiarity and practice with the mechanics of the screening instrument will enhance the screener's feelings of self-confidence and enable the examiner to concentrate on the client rather than the manual.

2. Keen observation skills are essential for many reasons. The screening tasks are rated according to the quality of the client's performance. Indicators of pain may also be expressed in subtle ways. Alertness to signs of weakness or instability may prevent a fall or injury to the client.
3. Proficiency in the client's primary mode of communication and language skill level is desirable. Use of an interpreter is advisable in situations when understanding by the deaf/hearing impaired client is questionable. Please refer to the "Special Considerations" section for specific administration guidelines for sensory impaired persons.

Physical Setting

The screening site should provide adequate room for physical activity with minimal distractions. Features of the space should include:

1. Space for table activity to assess certain tasks in relative privacy with minimal distractions.
2. Floor space to accommodate an exercise mat.
3. Access to an unobstructed path of 50 feet or longer, without cross traffic, which is also wide enough for the screener to accompany the client during performance of functional mobility tasks.
4. Access to nearby steps (a minimum of 3) wide enough to accommodate the client and the screener.

Scheduling

The time of day for screening may vary with the routine of each facility. It is desirable that each screening be completed in one session. Administration time is dependent upon the client's abilities and the examiner's proficiency with the SPOTR. Most clients should be able to complete the screening in approximately 30 minutes when the SPOTR is administered by a practiced examiner.

Equipment

The equipment required for administration of the SPOTR is identified in Appendix C of the manual where the basic items are listed and described in very specific terms and dimensions. The exercise mat is an optional item. However, use of the mat does provide greater comfort and safety for the client and peace of mind for the screener. Most of the test items are commonplace objects which are readily available and relatively inexpensive.

Intended Population

The SPOTR was specifically developed to be used with individuals sixteen years of age or older who have a primary disability of deafness/hearing impairment, blindness/visual impairment or who are deaf/blind. While specifically intended for use with adult sensory impaired individuals, it is, first and foremost, a screening test of sensorimotor abilities basic to independent living skills and those independent living skills are the same for all persons, with or without handicapping conditions. The SPOTR has been field-tested with individuals with other types of disability in addition to, and exclusive of, sensory impairment. Thus, the SPOTR may be useful in a variety of settings with clients who are not sensory impaired, e.g., the developmentally disabled.

Recording Booklet

The recording booklet is a three-page folding sheet designed for collection of demographic data, medical information, and ratings of the client's performance on the screening tasks. The booklet lists an abbreviated version of each item corresponding to the specific detailed instructions of the manual.

The cover sheet, page 1, consolidates information about the client to alert and guide the examiner during the screening, e.g., what assistive equipment is needed, medical precautions to be observed, etc. The cover sheet should be completed prior to the actual administration of the screening.

Pages 2 through 5 list the 104 screening tasks. The items are arranged in columns along with the appropriate rating scale for each task. The numerical total from each subtest should be recorded in the box provided at the end of that section. These subtest totals are then to be transferred to the last page of the booklet to obtain a total score.

On page 5, space is allocated to describe any pain/discomfort experienced by the client during performance of any of the 104 tasks. The item number of the task during which the pain was experienced, the body part(s) where the pain was localized, and the client's reaction to and description of the pain should be noted here.

Space is also provided on page 5 for the documentation by the screener of any pertinent information and/or necessary clarification regarding the client's performance of particular tasks. Any unusual behaviors and/or attitudes, such as stereotypic mannerisms, suspected seizure activity or uncooperativeness displayed during the screening merit recording here.

Rating Scales

Different methods of rating the client's performance are utilized in the SPOTR. A laminated copy of these rating scales is provided in the back of the manual for easy reference and use by the screener and in Appendix G as well. Close observation and critical judgment by the screener are crucial for accurate rating of the client's performance. The four scoring formats are:

1. Graded performance - Items 1 through 91 require judgement of the quality, speed, and degree of effort with which the client performs the described tasks.

   PERFORMANCE
   0 = Independently* performs the task smoothly, quickly, and without difficulty.

   1 = Independently* performs the task awkwardly and slowly.

   2 = Independently* performs the task with extreme effort.

   3 = Unable to perform the task independently.*

   * independently = without physical or verbal guidance or prompting. The client may use assistive devices such as brace(s), walker, crutch(es), cane(s), wheelchair, splint(s), etc., throughout the screening, if that appliance is used in his/her daily routine.

2. Directionality - Items 44 through 47 and Item 49 require strict attention by the screener to the client's response to the specific directional command of those tasks. The client's speed and accuracy of response to those directives should be rated as follows:

DIRECTIONALITY/LATERALITY: Comprehension and use of directional concepts, e.g., behind, in front of, on top, beside, left, right, etc.

YES = The client follows the directional command accurately and quickly.

NO = The client does not follow the directional command accurately or demonstrates confusion.

NOTE: Item 49 through 51 also call for observation of which hand the client uses to perform each task. It is important to remember that the quality of the client's performance on items 44-47 and 49-51 should be rated according to the Performance scale delineated previously.

3. POSTURE - Items 92 through 104 are checklists of sitting and standing postures. The screeners should refer to the laminated copy of "normal" posture models in the back of the manual (and in Appendix E) for comparison with the client's posture. All descriptions that are relevant to each body part in sitting and standing should be checked.

4. PAIN - Pain/discomfort experienced by the client may be expressed in subtle ways such as holding the breath, making "funny faces" or grimacing, stopping or "guarding" a movement, facial flushing, or palor. Any subtle or direct indications of pain/discomfort during task performance must be explored and clarified by the examiner through questioning the client. The screener should, however, be careful not to encourage the client to express unfounded complaints. The screening should be terminated at any time the examiner judges the safety of the client to be at risk.

General Guidelines for Administration

1. The generally accepted administration procedures for standardized testing should be followed. Adhere to the directions and format of the manual as closely as possible, simultaneously incorporating the suggested special

considerations regarding individual's sensory impairment as needed to elicit optimal performance from the client.

2. Prior to test administration, the purpose and procedures of the screening should be explained in general terms to the client, using language appropriate to the client's language level and primary mode of communication.
3. Complete the cover sheet prior to the client's arrival.
4. Rate and record the client's performance of each task in the booklet immediately upon completion, or attempt, of each item.
5. Be alert to subtle indicators of pain and record them as they occur.
6. Note all pertinent observations and comments immediately; do not trust your memory to store your observations till "later".
7. Keep the test moving at a steady pace without rushing the client.
8. Pay special attention to the client's performance of all five "directionability" items to insure accurate recording.
9. Follow the special scoring directions for the "Posture" subtest.
10. Upon completion of the entire screening, refer to the manual's detailed instructions for scoring and interpretation of the results.

Special Considerations

Administration to Hearing Impaired/Deaf Individuals

One major objective in the design of the NILS Project instruments was to develop material sensitive to the needs of hearing impaired/deaf individuals. Traditionally many assessment tools have been inappropriate for this population due to the lack of normative data, strict standardization and administration requirements regarding language, and/or test dependence on reading skills.

There is a wide range of communication and language skills among the hearing impaired population. Furthermore, there is not one communication system that can be utilized consistently with all hearing impaired persons. It is of critical importance in the administration of the screening items of the SPOTR that the screener direct primary attention to assessment of the client's sensorimotor performance. The screener is not evaluating the client's ability to understand/use the evaluator's mode of communication and language level nor the evaluator's ability to understand/use the client's mode of communication and language level. Because of the necessity of using appropriate administration procedures with the hearing impaired, the following guidelines for administration of the SPOTR to hearing impaired/deaf clients are important to successful screening:

1. Any evaluator working with hearing impaired/deaf clients, in addition to having an understanding of the psychosocial aspects of deafness, should be familiar with the regional/local/cultural differences that affect communication within this population.
2. Prior to administration of the instrument, each client should be evaluated to determine his/her primary mode of communication and language skill level.
3. Selection of a screener, in addition to the professional's familiarity with the client and with the SPOTR, should be based upon demonstrated competency in the client's primary mode of communication and language skill level. In the event that the screener is not competent in the client's primary mode of communication and/or

language skill level, utilization of a certified interpreter for the deaf should be considered.

4. If an interpreter is utilized, it is recommended that the screener become familiar with the code of ethics for interpreters and the parameters of that role as well as the certification levels governed by state and national organizations. An interpretor should not be expected to administer the screening but should serve as a "tool" which the screener uses to facilitate understanding for the client and, thus, to elicit optimal performance. Prior to administering the SPOTR, the potential screener and interpreter should review the instrument together to make notations about alternative methods of communicating each item so as to best accommodate the language level of the hearing impaired person without changing the intent of the screening tasks.

Administration to Visually Impaired/Blind Individuals

Yet another major objective in the design of the NILS Project instruments was to develop material sensitive to the needs of visually impaired/blind individuals. Traditionally, many assessment tools have also been inappropriate for this population due to the lack of normative data, strict standardization and administrative procedures, and/or test dependence on visual skills. There is a wide range in learning styles among the visually impaired/blind population. Furthermore, there is a vast range of differences in their experiential backgrounds and, thus, in levels of concept and language development. For example a congenitally blind person may use, or appear to understand, words/concepts that he may not actually comprehend because of limited real-life experiences. Because of the necessity of using appropriate administration procedures with the visually impaired, the following guidelines for administration of the SPOTR to visually impaired/blind persons are important to successful screening:

1. Prior to administering the SPOTR, the screener should review the directions to make notations about alternative methods of communicating each item so as to best accommodate the conceptual abilities of the visually impaired client without changing the intent of the screening tasks.
2. Occasionally the screener may encounter a blind client who becomes confused or distracted by words such as "look, see," etc. If this problem should arise, the screener may change the wording, taking care to maintain the basic intent of the item(s).
3. During the screening process, the examiner must take care not to overload the client's processing abilities with excessive verbal input within a short time period. Some blind individuals may require extra time to assimilate and process sensory impressions before that client is able to respond or perform optimally.
4. The safety of the client must be considered a priority throughout the screening process. It is essential that the client be given adequate opportunity and assistance to become familiar with the unfamiliar environment in order to assure optimal performance on all tasks. Hill and Ponder (1976) describe "self-familiarization" and "sighted guide" techniques which may be used by the screener prior to and during the screening.

Administration to Deaf-Blind individuals

Another major objective in the design of the NILS Project instrument was the development of material sensitive to the needs of deaf-blind individuals. As with the hearing impaired/deaf and visually impaired/blind, few assessment tools have been appropriate for the deaf-blind population. The screener must maintain an awareness of the tremendous impact that the combination of auditory and visual deficits has upon the functioning abilities of an individual.

The following guidelines for screening of deaf-blind individuals, in addition to those previously suggested for the visually impaired/blind and hearing impaired/deaf, are important for successful administration of the SPOTR:

1. Utilize whatever residual vision/hearing the client may have.
2. Provide consistency in the way cues are given. Present language cues that are simple and clear.
3. Allow additional time for the client to "braille" the screener's demonstration of tasks (if allowed, according to manual instructions).

ADMINISTRATION PROCEDURES

SPECIFIC DIRECTIONS FOR ADMINISTRATION

MOVEMENT

Task: To evaluate the quality and range of motion of the client's head and neck, shoulders, arms, hands, fingers, trunk, hips, knees, and ankles.

Materials: Chair, without arms, of appropriate seat height (17-18 inches for an adult of "average" size).

Client SITTING for Items 1-14

Position client comfortably in chair, facing the examiner, with adequate space to insure freedom of movement for arms. Then the examiner says, signs, and/or demonstrates:

> "Sit straight in this chair with your hips back and feet flat on the floor in front of you. Place your hands, palms down, on your thighs/legs."

Forearms, Hands, and Fingers

1. Examiner says, signs, and/or demonstrates:

> "When I say 'Go' turn your right palm up and then down. Keep turning your right palm up and down until I say Stop.... Ready?... Go."

Observe complete movement at forearm and hand at least five times. The client's movement should begin with the palm up, the back of the hand resting on thigh, and end with the palm down resting on the thigh. Performance of both of these movement components should be counted as one time. Record.

Examiner says or signs:

> "Stop".

2. Examiner says, signs, and/or demonstrates:

> "When I say 'Go', turn your left palm up and then down. Keep turning your left palm up and down until I say Stop... Ready?... Go."

Observe complete movement at forearm and hand at least five times. The client's movement should begin with the palm up, the back of hand resting on thigh and end with the palm down resting on thigh. Performance of both of these movement components should be counted as one time. Record.

Examiner says or signs:

> "Stop".

3. Examiner says, signs, and/or demonstrates:

> "When I say "Go," turn the palms of both your hands up and down at the same time. Keep turning your palms up and down together until I say 'Stop'... Ready?... Go."

Observe movement at forearms and hands. Arms and hands should move smoothly and simultaneously through complete range at least ten times. Record.

Examiner says or signs:

> "Stop".

4. Examiner says, signs, and/or demonstrates:

> "When I say 'Go', touch the tip of your right thumb to the tip of each finger on your right hand, one at a time. Keep going until I say 'Stop'... Ready?... Go."

Observe movement at thumb and fingers. Be sure the client touches the tip of the thumb to the tip of each finger in sequence. Client may be allowed to practice (10 to 15 seconds) until the client establishes a pattern that will insure optimal performance before scoring is done. Client may start pattern at index or little finger, but the client must begin the pattern with the same finger each time. Observe client in at least two repetitions of task. Record.

Examiner says or signs:

> "Stop".

5. Examiner says, signs, and/or demonstrates:

> "When I say 'Go', touch your left thumb to the tip of each finger on your left hand, one at a time. Keep going until I say 'Stop'... Ready?... Go."

Observe movement at thumb and fingers. Be sure the client touches the tip of the thumb to the tip of each finger in sequence. Client may be allowed to practice (10 to 15 seconds) until he/she establishes a pattern that will insure optimal performance before scoring is done. Client may start pattern at index or little finger, but he/she must begin the pattern with same finger each time. Observe client in at least two repetitions of task. Record.

Examiner says or signs:

> "Stop".

6. Examiner says, signs, and/or demonstrates:

> "Now do the same thing, both hands together at the same time. Keep touching the tips of both thumbs to the tips of each of your fingers until I say 'Stop'... Ready?... Go."

Observe movement at thumb and fingers. Thumbs and fingers should move smoothly, in a rhythmical tip-to-tip pattern, not requiring excessive conconcentration. The client may start the pattern at either index or little fingers, he/she must begin the pattern with the same finger each time. Movement should also be exactly simultaneous on both hands during at least two consecutive repetitions. Record.

Examiner says or signs:

> "Stop".

Trunk

7. Examiner says, signs, and/or demonstrates:

> "Look over your right shoulder and turn so that the right side of your body touches the middle of the chair's back. Do not move your hips. (Watch me first.) Ready?... Go."

Observe movement in trunk. Make sure client does not twist his/her hips; the primary movement should come from the trunk/torso. It is important that the client be seated in a chair without arms; he/she may lift the right arm over the back of the chair to perform the movement as directed. Record.

8. Examiner says, signs, and/or demonstrates:

> "Look over your left shoulder and turn so that the left side of your body touches the middle of the chair's back. Do not move your hips. (Watch me first.) Ready?... Go."

Observe movement in trunk. Make sure client does not twist his/her hips; the primary movement should come from the trunk/torso. It is important that the client be seated in a chair without arms; he/she may lift the left arm over the back of the chair to perform the movement as directed. Record.

Hips

9. Examiner says, signs, and/or demonstrates:

> "Lift your left knee towards your chest as far as possible. Do not lean forward. Do not use your hands."

Observe movement of hip. The client's left foot must also clear the floor by at least 6 inches. Record.

10. Examiner says, signs, and/or demonstrates:

> "Lift your right knee towards your chest as far as possible. Do not lean forward. Do not use your hands."

Observe movement of hip. The client's right foot must also clear the floor by at least 6 inches. Record.

11. Examiner says, signs, and/or demonstrates:

> "Without using your hands, place your left ankle on top of your right knee."

Observe movement at hip. The client's left foot, ankle, or lower calf should come to rest on top of his/her opposite knee. Record.

12. Examiner says, signs, and/or demonstrates:

"Without using your hands, place your right ankle on top of your left knee."

Observe movement at hip. The client's right foot, ankle, or lower calf should come to rest on top of his/her opposite knee. Record.

Ankles

13. Examiner says, signs, and/or demonstrates:

"Keep your left heel on the floor, raise the toes of your left foot as high as possible, and pat your left foot until I say 'Stop'... Ready?... Go."

Observe movement at ankle. Remind client, if necessary, to keep his/her heel on the floor. Client should repeat the task until examiner has had ample time to observe movement. Record.

Examiner says or signs:

"Stop."

14. Examiner says, signs, and/or demonstrates:

"Keep your right heel on the floor, raise the toes of your right foot as high as possible, and pat your right foot until I say 'Stop'... Ready?... Go."

Observe movement at ankle. Remind client, if necessary, to keep his/her heel on the floor. client should repeat the task until examiner has had ample time to observe movement. Record.

Examiner says or signs:

"Stop."

(Client STANDING, if possible, for Items 15-32)

Note: For clients unable to stand safely, i.e., individuals who are wheelchair bound , on bilateral crutches or who have poor balance, items 15-28 may be performed while seated. If the client was seated for any of these tasks please note "seated" in the margin of the recording booklet. Regardless of whether the client was standing or sitting for these tasks, his/her performance should be judged according to the criteria of each item and the rating scale.

Standing in front of the client, the examiner says, signs and/or demonstrates:

> "Stand facing me with your arm relaxed at your sides."

Head and Neck

15. Examiner says, signs, and/or demonstrates:

> "Touch your chin to your chest."

Observe movement at neck and record.

16. Examiner says, signs, and/or demonstrates:

> "Now tilt your head back and look up to the ceiling."

Observe movement at neck and record.

17. Examiner says, signs, and/or demonstrates:

> "Turn your head and look over your right shoulder. Do not move your shoulders."

Observe movement at neck and record.

18 [illegible]er says, signs, and/or demonstrates:

> [illegible] your head and look over your left shoulder. Do not move your [illegible]ulders."

Observe movement at neck and record.

Shoulders, Arms, and Hands

19. Examiner says, signs, and/or demonstrates:

> "Keeping your elbows at your side, touch your right shoulder with your right hand/fingers."

Observe movement at elbow and wrist, making sure the client's elbow remains at his/her side. Record.

20. Examiner says, signs, and/or demonstrates:

> "Keeping your elbows at your side, touch your left shoulder with your left hand/finger."

Observe movement at elbow and wrist, making sure the client's elbow remains at his/her side. Record.

21. Examiner says, signs, and/or demonstrates:

> "Place your right hand on your left shoulder."

Observe movement at shoulder, elbow and wrist. The client must be able to touch at least the fingertips of his/her right hand to the opposite shoulder. Record.

22. Examiner says, signs, and/or demonstrates:

> "Place your left hand on your right shoulder."

Observe movement at shoulder, elbow and wrist. The client must be able to touch at least the fingertips of his/her left hand to the opposite shoulder. Record.

23. Examiner says, signs, and/or demonstrates:

> "Cross your hands touching them together behind your head."

Observe movement at shoulder, elbows and hands. Hands must overlap while head remains upright. Do not allow client to bend his/her neck forward to place his/her hands behind his/her head. Record.

24. Examiner says, signs, and/or demonstrates:

> "Clap your hands above your head."

Observe movement at shoulders, elbows and wrists. Do not allow client to bend his/her neck forward to place hands above his/her head. Record.

25. Examiner says, signs, and/or demonstrates:

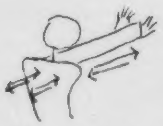
> "Cross your hands touching them together behind your back."

Observe movement at shoulders, elbows and wrists. Hands must overlap at his/her waist. Record

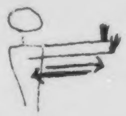
26. Examiner says, signs, and/or demonstrates:

> "Put your arms straight out in front of you at shoulder height. Keep your elbows straight and try to push the air with your palms forward, like you are pushing away the wall."

Observe movement at shoulders, elbows and wrists. The primary movement should come from the client's shoulders. The best way to look for this is to stand behind the client and observe a forward and backward movement of his/her shoulder blades (scapulae). The client's wrists should also be bent at a 90-degree angle (bilaterally). Record.



Back View



Side View

Trunk

27. Examiner says, signs, and/or demonstrates:

> "Bend forward and touch your toes. Try not to bend your knees."

Observe movement at waist. The client's fingertips of both hands should touch at least both kneecaps. Record.

Ankles

28. Examiner says, signs, and/or demonstrates:

> "Stand on your tiptoes. Raise your heels as high off the floor as you can."

Observe movement at ankles and toes, as well as client's balance. His/her heels should clear the floor simultaneously at least one inch. Record.

STRENGTH

Tasks: To evaluate client's strength in performance of tasks simulating "light work".

Materials:
1. Ten-pound weight (e.g., bucket of sand, barbell, etc.) which client can grasp easily with one hand.
2. Twenty-pound weight (e.g., box, bucket containing 2 ten-pound weights or any object weighing 20 pounds) which can be easily grasped in two hands.
3. Two three-pound weights (e.g., barbells, sand bags, canned goods, etc.)
4. Table

NOTE: For clients unable to stand safely, i.e., individuals who are wheelchair-bound , on bilateral crutches or who have poor balance, items 29, 30 & 31 may be performed while seated. If the client was seated for any of these tasks please note"seated" in the margin of the recording booklet. Regardless of whether the client was standing or sitting for these tasks, his/her performance should be judged according to the criteria of each item and the rating scale.

The client is instructed to squat when he/she lifts and returns the weights in Items 29, 30 & 31 to minimize the chance of back strain/injury. For safety's sake please remind the client to follow this directive during each of these tasks.

29. Examiner places one ten-pound weight on the floor within easy reach of the client and then says, signs, and/or demonstrates:

> "Stand facing me. There is a weight on the floor by your feet. Squat down and pick up the weight with your left hand. Then stand up and lift it above your waist."

Observe while allowing the client to use only one hand to lift the weight to at least his/her waist. Record.

Examiner says, signs, and/or demonstrates:

> "Squat down and put the weight back on the floor."

Examiner then re-positions the ten-pound weight so that it is on the floor by the client's feet within easy reach.

30. Examiner says, signs, and/or demonstrates:

> "Squat down and pick it up with your right hand. Then stand up and lift it above your waist."

Observe while allowing the client to use only one hand to lift the weight at least to his/her waist. Record

Examiner says, signs, and/or demonstrates:

> "Squat down and put the weight back on the floor."

Examiner then places the two three-pound weights on the table and directs the subject to stand (See NOTE above) at the table in front of the weights.

31. Examiner says, signs, and/or demonstrates:

> "Stand here facing this table. On the table in front of you are two small weights. Pick up these weights, one in each hand. Lift them over your head, both at the same time."

Observe while requiring the client to safely lift both weights simultaneously. Record.

Examiner says or signs:

> "Put them back on the table please."

Examiner now positions the twenty-pound weight, so that it is on the floor in front of the client's feet within easy reach. If a client is unable to safely stand unassisted, do not administer item 32. Instead rate his/her performance with a "3" and note his/her inability to stand unassisted in the margin of the recording booklet.

32. Examiner says, signs, and/or demonstrates:

> "Now there is a heavier weight on the floor in front of your feet. Squat down and pull the weight towards you with both hands. Then lift it to your waist from the floor as you stand up."

Observe and record.

Examiner says, signs, and/or demonstrates:

> "Squat down and put the weight back on the floor please."

HAND USE

Task: To evaluate client's skills in tactile discrimination (without vision), object manipulation, and simulated performance of selected tasks of daily living.

Materials:

1. One table/desk (48 inches long or longer)
2. One straight back chair, without arms, of appropriate seat height (17-18 inches for an adult of "average" size)
3. Blindfold or screen. If the client demonstrates an unwillingness to wear a blindfold, the examiner may choose to use a screen. A manila folder held against the client's chest at collarbone level may be used as a screen. Change the wording of the instructions accordingly if a screen is used.

4. Four pairs of fabric squares (minimum of 3" x 3"; one pair each of corduroy, terry cloth, denim and textured cotton)

5. Two rubber bands

6. Two paper clips

7. Multivariant sequencing beads: A minimum of eight pairs matching in shape and eight pairs matching in size and in shape; color is unimportant. These are available from Developmental Learning Materials & other sources.

8. Two laces (24" long) for stringing beads

9. Two buttons (3/4" diameter)

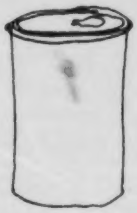
10. Two pennies

11. Two spoons

12. Two forks

13. Four large safety pins

14. One opaque, one-to-two quart container (with or without handle) with pop-off lid, e.g. Tupperware quart container



15. Two eight-ounce plastic or disposable glasses

16. Shoe with laces (for tying)

17. One tray (with raised rim) for work surface

18. Two sheets of paper (8½" x 11")

19. Adult-size dressing vest with zipper, buttons, and snaps made from pattern (See Appendix D in manual) or large man-sized shirts/vests/coats with a minimum of four ½" buttons, two snaps, and one separating zipper

NOTE: A blind/visually-impaired client may be given verbal/signed cues as needed for orientation to each task. However, the examiner should be careful to heed manual directions regarding use of demonstration, i.e., demonstrate only those tasks that specifically allow demonstration.

(Client SITTING for items 33-67)

Matching Texture

33-36. The examiner positions the client comfortably in the chair at the table and places the rimmed tray with 8 fabric squares on the table in front of the client.

Examiner says, signs and/or demonstrates.

> "Sit straight in this chair with your hips back and your feet flat on the floor. On the tray in front of you there are eight pieces of fabric/cloth. I want you to sort these fabric pieces into pairs that match by texture, like I have done here. I want you to match the pieces by texture by the way they feel to you, without looking at them. I will blindfold you (or put a screen in front of you) to block your vision while you sort these fabrics into matching pairs. Put each pair off to the side of the tray when you have finished matching them."

Place blindfold/screen to block client's vision and mix fabric pieces on tray after vision is occluded. The order in which these tasks are performed is not important.

NOTE: A blindfold/screen should be used with any client who has usable vision in order to limit input from other sensory systems and maximize information from tactile receptors. Hearing impaired clients may be more accepting of a screen as opposed to a blindfold which eliminates/minimizes communication and may prove frustrating/threatening.

Observe and record.

Remove blindfold or screen. Move fabric pieces to one side.

Matching: Shape

37. Examiner says, signs and/or demonstrates:

> "In a moment I want you to do some more matching with different objects. Once again, you will be blindfolded (your vision will be blocked by the screen).
>
> First, I want you to open this container and place the objects inside it on the tray in front of you."

Examiner observes how the client uses his/her hands to open the container. Record.

Examiner then places the objects from the container into groups of two, i.e., pennies, pins, etc., while the client observes the grouping.

38-43. Examiner says, signs and demonstrates:

> "Again, I will blindfold you (block your vision). I want you to find the objects that are the same. Sort the objects into matching pairs on the tray by the way they feel to you, as I have done here. You will be blindfolded (or a screen will be placed in front of you). Feel each object and put them all into pairs of two matching objects.

After the client has had ample opportunity to identify (by sight and/or touch) the items to be used, place the blindfold/screen to block his/her vision. Examiner then mixes the objects on the tray. Observe and record client's performance and accuracy in matching these items: rubber bands, paper clips, buttons, pennies, spoons, forks. The order in which these tasks are performed is not important.

Remove blindfold/screen. The blindfold/screen is not to be used during the remainder of the screening process.

Examiner says and/or signs, but does not demonstrate:

> "Now I will ask you to do some things with these objects so that I can see how well you use your hands. Listen carefully to each instruction."

Examiner may verbally (or with sign) assist a visually impaired client to locate the items used in this task, however, the examiner should not place the items in client's hand(s).

44. After placing the empty container upright in the center of the tray and all of the objects (from the last task) on the tray directly in front of the client, the examiner says and/or signs but does not demonstrate:

> "Put one penny behind the container."

Observe how the client picks up the item, i.e., which fingers are used to manipulate the object. Pay careful attention to the quality of what should be a very smooth, precise fingertip-to-thumb grasp. Record.

45. Examiner says, and/or signs, but does not demonstrate:

> "Put one button to the left of the container."

Observe how the client picks up the item, i.e., which fingers are used to manipulate the object. Pay careful attention to the quality of what should be a very smooth, precise fingertip-to-thumb grasp. Record.

Also note the client's response to the directional command "left," and record "Yes" or "No" in the recording booklet, indicating his/her ability to follow that directive quickly and accurately without confusion.

46. Examiner says and/or signs, but does not demonstrate:

"Put one fork to the right of the container."

Observe how the client picks up the item, i.e., which fingers are used to manipulate the object. Pay careful attention to the quality of what should be a very smooth, precise fingertip-to-thumb grasp. Record.

Also note the client's response to the directional command "right," and record "Yes" or "No" in the recording booklet, indicating his/her ability to follow that directive quickly and accurately without confusion.

47. Examiner says and/or signs, but does not demonstrate:

"Put one paper clip in front of the container".

Do not allow the client to slide or push the paper clip. He/she must pick up the paper clip. Observe how the client picks up the item, i.e., which fingers are used to manipulate the object. Pay careful attention to the quality of what should be a very smooth, precise fingertip-to-thumb grasp. Record.

Also note the client's response to the directional command "in front," and record "Yes" or "No" in the recording booklet, indicating his/her ability to follow that directive quickly and accurately without confusion.

48-49.
Examiner says and/or signs, but does not demonstrate:

"Put one button under the container."

Do not allow the client to slide or push the button. He/she must pick up the button.

Encourage the client to use both hands in performance of this task and observe how the client picks up the item, i.e., which fingers are used to manipulate the object. Pay careful attention to the quality of what should be a smooth, precise fingertip-to-thumb grasp. Record.

Also note the client's response to the directional command "under," and record "Yes" or "No" in the recording booklet, indicating his/her ability to follow that directive quickly and accurately without confusion.

Examiner should also observe and note, by checking "right" or "left" in the recording booklet, which hand the client uses to pick up the button.

Examiner then removes all objects from the tray and places 2 pairs of fabric (textured cotton and denim) with 2 large safety pins, which are closed, on the tray in front of the client.

50. Examiner says, signs and/or demonstrates:

> "Using the safety pins, pin these fabric pieces together in pairs."

Observe the client as he/she holds and manipulates the safety pins and stabilizes the fabric pieces for pinning. Record.

Also, observe and note, by checking "right" or "left" in the recording booklet, which hand the client used to hold the safety pin when he/she pierced the fabrics in pinning them together.

51-53.
After removing the fabric and pins, the examiner places 10 wooden beads and one plastic 8-ounce glass on the tray. The spoon should be placed on the tray at client's midline, in front of the plastic glass. The examiner should not hand the spoon the the client.

Examiner says, signs and demonstrates:

> "Use this spoon and scoop each of the wooden beads, one at a time, onto the spoon. Then put each bead into this glass with the spoon."

Observe the type of grasp the client uses to hold the spoon, i.e., tripod, fisted, etc., as well as the quality of the movement used to scoop each of the beads. The client may not pick beads up and place them on spoon, but must scoop them up, one at a time, although he/she may use the other hand to stabilize the beads for easier scooping. Record.

Note which hand he/she used to hold the spoon by checking "right" or "left" in the recording booklet.

Also, observe the quality of the client's performance as he/she uses the spoon to transfer all ten beads, one at a time, to the glass without spilling. Record.

54-55. After removing the glass, spoon, and beads from the rimmed tray, the examiner strings a sequence of six beads of varying shape (ALL MUST BE SAME SIZE) onto one 24" lace. Any shape may be repeated within the pattern. Examiner places a selection of beads, which includes at least 6 beads that match those on the examiner's lace, and another 24" lace on the rimmed tray in front of the client.

Examiner says, signs and/or demonstrates:

> "Look (feel) carefully at this pattern of beads and make another one just like it with these beads and lace. (You may use any color you want.) The shape and sequence/order of the beads is important."

Observe the type of grasp the client uses to pick up each of the six beads, i.e., neat pincer grasp between tip of thumb and tip(s) of first and/or second fingers, lateral pinch against side of index finger, fisted, whole hand grasp, etc. Rate his/her performance in the recording booklet at Item 54.

Examiner notes client's performance in copying the shape pattern in sequence without error. Rate his/her performance in the recording booklet at Item 55.

56-57.

Examiner removes the beads from both laces and then re-strings one 24" lace with a sequence of six beads of varying size (All THE SAME SHAPE). Examiner then places a selection of beads, which includes at least 6 beads that match those on the examiner's lace, and another 24" lace on the rim-tray in front of the client.

Examiner says, signs and/or demonstrates:

> "Look (feel) carefully at this pattern of beads and make another one just like it with these beads and lace (You may use any color you want). The shape, size, and sequence/order of the beads is important this time."

Observe the type of grasp the client uses to pick up each of the six beads, i.e., neat pincer grasp between tip of thumb and tip(s) of first and/or second fingers, lateral pinch against side of index finger, fisted whole hand grasp, etc. Rate his/her performance in the recording booklet at Item 56.

Examiner notes client's performance in copying the size and shape pattern in sequence without error. Rate his/her performance in the recording booklet at item 57.

Upon completion of Items 54-57, the examiner removes all beads from both laces and from the tray, placing all beads and lacing into the storage box for multivariant beads.

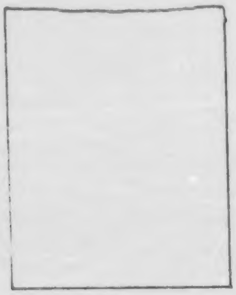
58-59.

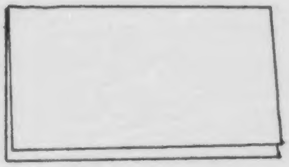
Examiner places two sheets of 8½" x 11" paper in front of the seated client. The rimmed tray may be used for this task, if the examiner or the client chooses to do so.

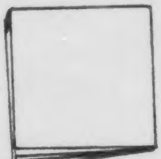
Examiner says or signs and demonstrates:

> "I'm going to fold this piece of paper in a certain way. Pay attention. When I'm finished, I want you to fold one exactly like mine."

Examiner folds one piece of paper in quarters, carefully aligning the edges, and gives it to client as a model.







Observe how the client uses his/her hands together to manipulate the paper, as well as how accurately he/she aligns the edges of the paper in copying the model. Record.

Examiner then removes the paper(s) from the client's work area but saves the client's folded paper for Item 88, Oral-Motor Skills.

Manages Clothing Fasteners

These next tasks look at the client's ability to manipulate various types of clothing fasteners. It is preferrable that the buttons, snaps, separating zipper, and laces used be those on the clothing that the client is wearing.

If this is not possible, the next best alternative is to use actual articles of clothing that the client puts on over his/her own clothes. Large-size men's shirts, vests, coats, etc., with at least four ½-inch buttons, one 14 inch separating zipper, and two snaps may be used. Any lace-up shoe may be used if the client is not wearing shoes that may be tied. Appendix D provides a pattern which may be used to make an adult sized dressing vest. The client should be instructed to put the clothing articles or dressing vest on over his/her clothes before the examiner administers items 60-65.

The order in which these tasks are performed is not important. The examiner may modify the directions that follow to fit the situation and the clothing articles used to assess these particular hand skills. The examiner should not, however, substitute a regular zipper for the specified separating zipper, or use larger buttons for the specified one-half inch buttons, etc.

60-61. Examiner says, signs, and/or demonstrates:

> "I want to see how well you use your hands for opening and closing fasteners on clothing. First, put on this vest and then close the separating zipper for me. Now open the zipper, please."

Observe and record.

62-63. Examiner says, signs, and/or demonstrates:

> "Now button these four buttons please ... Unbutton the buttons now."

Observe and record.

64-65. Examiner says, signs, and/or demonstrates:

> "Close these two snaps ... Open them again, please."

Observe and record.

66-67. Examiner says, signs, and/or demonstrates:

> "Untie your/this shoe and then re-tie it for me, please."

Observe and record.

FUNCTIONAL MOBILITY

Transfers

Task: To evaluate the client's balance and his/her ability to transfer/move safely to and from various positions.

Materials: Straight-back chair, without arms, of appropriate seat height (17-18 inches for adult of "average" size), mat on floor, stopwatch.

68. Examiner stands at the client's side for safety and then says, signs, and/or demonstrates:

> "Without using your hands for support, stand up from your chair, please."

Observe and record.

69. Examiner remains standing near the side of the chair for the client's safety and says, signs, and/or demonstrates:

> "Now, without using your hands, sit back down in the chair."

The client should slowly lower himself/herself into the chair and should not just "fall " into the seat. Observe and record.

70. Examiner says, signs and/or demonstrates:

> "Stand up again. Now I want you to lie on your back in the middle of this mat."

Examiner prepares to move, if necessary, to prevent the client's head from hitting the floor as he/she lies down on the mat. Observe and record.

71-72. Examiner says, signs, and/or demonstrates:

> "Now sit up, please, and put your hands in your lap. I want you to stay in that position for a few seconds while I look at how well you sit without using your hands for support."

Client may use his/her hands to assist self only in coming to sitting position. Observe and record.

Examiner prepares to move, if necessary, to prevent the client's fall. Observe the client in sitting on the mat for 30-60 seconds. If the client supports himself with his/her hands on the mat/floor or by leaning on his/her legs, remind him/her to keep his hands in his/her lap. Record.

Examiner positions himself at the client's side and moves, as necessary, to prevent the client's fall/injury as the client moves to a standing position.

73. Examiner says or signs and demonstrates:

> "Now stand up."

Client may use his/her hands for assistance in standing up but may not hold onto the examiner or any other person. Observe and record.

Balance

74. Examiner stands beside the client for safety in case of unsteadiness or falling and says, signs, and/or demonstrates:

> "When I say go, stand on your right foot as long as you can... Go... Stop."

NOTE: For timing, use a stopwatch or a watch with a second hand. Client must maintain balance for a minimum of 6 seconds without touching the lifted foot to the floor or moving supporting leg from starting position.

Direct client to return his foot to floor when at least six seconds have elapsed. Allow three trials on each foot if client is unsuccessful at the first trial. Examiner remains at his/her side, prepared to prevent client's fall, during all trials. Observe 6 seconds or longer and record.

75. Examiner remains standing beside client.

Examiner says, signs, and/or demonstrates:

> "When I say go, stand on your left foot as long as you can... Go... Stop."

NOTE: See NOTE of item 74.

Observe 6 seconds or longer and record.

76. Examiner stands at client's side and says, signs, and/or demonstrates:

> "Jump up in the air with both feet at same time. Jump 3 times in a row. (Watch me.) ... Ready? ... Go."

Examiner moves as necessary to prevent client's fall. Observe and record.

Ambulation

Task: To evaluate the quality and safety of the client's ambulation/gait.

Materials: One table/desk (48" or longer) and one straight-back chair without arms (17-18 inches is appropriate seat height for an adult of "average" size)

NOTE: A blind client may use his/her guide cane for these tasks. He/she may also be given an orientation by sighted guide technique and/or a verbal/signed description of the area prior to administration of Item 77-83.

77. Examiner stands beside client, if necessary, and says or signs, but does not demonstrate:

> "Walk as you normally do. Keep walking forward until I tell you to stop. When I say stop, stop immediately! ... Go."

Examiner should walk along side client if his/her gait is unstable/unsafe. Otherwise, examiner may stand to observe and record while client walks a minimum of 100 feet. (Short distances and turns are acceptable if space is limited.) Observe and record.

78. Examiner says or signs:

> "Stop!"

Observe client's ability to stop immediately upon command. Be prepared to prevent him/her from falling. Record.

79. Examiner says, signs, and/or demonstrates:

> "Now walk backwards until I say 'stop' ... Go ... Stop."

Examiner walks backward behind or beside the moving client to prevent his/her fall. Client may be allowed to look behind him to check his position, but do not allow him to walk sideways. Client must walk backwards a minimum of 6 feet. Observe and record.

Examiner says or signs:

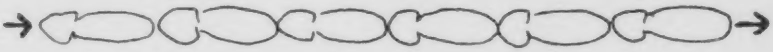
> "Stop."

80. Examiner places the chair so that the back of the chair is toward the table with its back legs eight to twelve inches (or more as needed for a large or obese person) from the table's edge. Examiner positions client to one side of the chair, with the client facing the table, and says, signs, and/or demonstrates:

> "Stand here, then walk sideways between the table and the chair, but do not move the chair."

Observe and record.

81. Position client so that he can safely take six to ten steps forward, heel-toe fashion. Give three trials, if necessary, before rating client's performance.



Examiner says, signs, and/or demonstrates:

> "Stand here. When I say go, walk forward placing your heel directly in front of and touching the toes of your other foot. Do not put one foot on top of the other one. Keep walking that way until I say "Stop'. (Now watch me) ... Try to walk as if you were on a tightrope. Ready? ... Go ..."

Observe client until he/she has taken at least six consecutive steps heel-to-toe. If the client is unsuccessful on the first attempt allow him/her 2 more trials. Record.

Examiner says or signs:

> "Stop."

Stairs

Task: To evaluate client's ability to safely walk up and down steps without assistance.

Materials: Series of three steps (eight inches high) with handrail.

NOTE: A blind client may use his/her guide cane. He/she may also be given an orientation by sighted guide technique and/or verbal/signed description of the stairway prior to administration of this item.

82. Examiner says, signs, and/or demonstrates:

> "Walk up these steps. Do not use the handrail."

If the client's safety is questionable, the examiner should walk up steps behind him/her with the client beside the handrail.

83. Examiner says, signs, and/or demonstrates:

> "Walk down the steps. Again, do not use the handrail."

Again, if necessary, examiner walks down steps beside or in front of the client, with the client beside the handrail. Observe and record.

Client SITTING for Items 84-97

ORAL-MOTOR SKILLS

Task: To evaluate client's performance of oral-motor coordination in simulated eating activities.

Materials: Disposable/washable cup or glass.
Paper (folded and reserved from Item 58, HAND USE subtest).

84. Examiner says or signs and demonstrates:

> "I want to look at how you use the muscles in your mouth. Watch carefully and then copy each movement I make with my mouth.
>
> First, try to touch your tongue to the outside of your right cheek. Like this ..."

Observe and record.

85. Examiner says or signs and demonstrates:

> "Now try to touch your tongue to the outside of your left cheek. Like this..."

Observe and record.

86. Examiner says or signs and demonstrates:

> "Try to touch your tongue to the skin above your top lip like you are trying to touch your nose. Like this..."

Observe and record.

87. Examiner says or signs and demonstrates:

> "Try to touch your tongue to your chin. Like this..."

Observe and record.

88. Examiner places folded papers reserved from Item 58 on table in front of client, and then says or signs and demonstrates:

> "Pick up this piece of paper with your fingers and put it between your lips. I want you to hold the folded paper between your lips, without using your hands or your teeth, until I tell you to stop. Like this... (examiner then demonstrates for 5-10 seconds). Now you try..."

Examiner observes client for 5-10 seconds while he/she is maintaining folded paper between closed lips. Client should not use hands or teeth to hold the paper after it is placed between his/her lips. He/she should not be allowed to tip head so that the paper rests on chin or face. Check the folded paper for teeth marks after client has removed paper from mouth. Repeat task if there is any question that the client used his/her teeth to hold the paper. Record.

Examiner says or signs:

> "Stop."

89-91. Examiner gives client a clean, disposable/washable cup with a 4-8 ounces of water. (NOTE: Do NOT Administer this item to any client who has a medically-ordered restriction of fluid intake, e.g., Renal Diet.)

Examiner says, signs, and/or demonstrates:

> "I want to see how well you use your muscles for swallowing. Drink this water, please, while I will look at your lips, face, and neck."

Examiner observes client while he/she drinks at least 4 ounces of water from a cup containing 8 ounces of water. Client should maintain his/her head upright or bent slightly forward, but should not tip head backward to assist swallowing. It is acceptable for the client to tip his head slightly backward only during the last 1-2 swallows from the cup. Record.

Examiner also observes the client's mouth and throat while he/she is drinking. He/she must be able to swallow two or more times consecutively in a smooth, easy manner without choking, coughing, spilling, leakage, or breathlessness. Record.

POSTURE

Task: To evaluate sitting and standing posture of the client.

Materials: Posture pictures (Appendix E, Figures #1 and #2). Straight-back chair without arms (17-18 inches is appropriate seat height for an adult of "average" size). The client's feet should rest comfortably on the floor.

Sitting Posture

92-97. Examiner says, signs, and/or demonstrates:

> "Sit straight with your hips back in the chair. Keep both feet flat on the floor in front of you and your hands in your lap. Do not change your position. I will walk around you and look at your sitting posture."

The examiner must move to different positions, i.e., in front of, behind, to right and left of seated client, in order to make the most accurate judgment of the posture of each body part of the client, using Figure #1 of Appendix E for comparison.

Observe and record Items 92 through 97. One or more descriptors may be checked for each body part; check ALL descriptors that are applicable.

(Client STANDING for Items 98-104)

Standing Posture

98-104. Examiner says, signs, and/or demonstrates:

> "Stand straight facing me with your arms relaxed at your sides. Stand in that position without moving while I walk around and look at your posture."

The examiner must move to different positions, i.e., behind, to right and left of standing client, in order to make the most accurate judgment of the posture of each body part of the client, using Figure #2 of Appendix E for comparison.

Observe and record Items 98 through 104. One or more descriptors may be checked for each body part; check ALL descriptors that are applicable.

SCORING AND INTERPRETATION

Upon completion of the administration of the SPOTR, the screener should turn to the last page of the recording booklet. Space is provided there to compute the scoring total, to interpret the point distribution, and to record the referral decision.

To compute the scoring, each subtest total is first determined by adding the points within the subtest and placing that total in the box at the end of the subtest and in the appropriate box on the last page of the recording booklet. When all subtest scores have been recorded on the last page in the "Scoring" section, they are then added to determine the client's total SPOTR score. A sample form is included and completed on the following pages to help clarify scoring instructions.

SCORING

The client's total screening score, as obtained by transfer and addition of subtest totals to the spaces below, is:

Score		Subtest
15		MOVEMENT
3		STRENGTH
18		HAND USE
0		FUNCTIONAL MOBILITY
0		ORAL-MOTOR SKILLS
0		POSTURE
0		PAIN ___ YES _X_ NO
36	=	TOTAL SPOTR SCORE

Interpretation of the client's performance is based on the total number of points in the SPOTR score and the subtests in which points were distributed. Review and analysis of the total screening score and each of the subtests should be done when completing the "INTERPRETATION" section on the recording booklet, as illustrated below for the hypothetical client.

The range of scores in which the client's total score falls is first marked by checking the appropriate space. The statement directly adjacent to that space indicates the next directive for the screener. In this example, the client's total score = 36, which is within the range 21-50 points, as marked below.

INTERPRETATION

The client's SPOTR score falls within the range of points checked below:

______ 0-20 The need for OT/PT evaluation is unlikely.

X 21-50 The need for OT and/or PT evaluation is suggested and should be considered after review and analysis of each subtest as checked below:

- X (a) Refer to OT or PT if:
  - (1) Pain is noted during any task; and/or
  - (2) Point(s) fall in the subtests MOVEMENT and/or STRENGTH
- X (b) Refer to OT if point(s) fall in these subtests: HAND USE and/or ORAL-MOTOR SKILLS
- ______ (c) Refer to PT if point(s) fall in these subtests: FUNCTIONAL MOBILITY and/or POSTURE
- ______ (d) Refer to both OT and PT if points fall in the subtests described in both (b) and (c) above.

______ 51-and above The need for evaluation by OT and PT is highly recommended.

The screener should then analyze the client's point distribution according to the listed guidelines (a) through (d) of "INTERPRETATION". Referring to the "SCORING" section (and to the subtests), the screener notes that this client's points were scattered among the subtests MOVEMENT, STRENGTH, and HAND USE. Therefore, statements (a) and (b) are checked.

Proceeding to the next step, the screener makes the final decision regarding referral by following the guidelines checked. In this case, the screener considers statements (a) and (b) and checks the space in the "DECISION" section which states "Referral to OT is indicated".

DECISION

________ Referral to OT or PT is not indicated.
___X___ Referral to OT is indicated.
________ Referral to PT is indicated.
________ Referral to OT and PT is indicated.

In the event that referral to OT or PT is indicated, and in some agencies or geographic areas, the screener must consider the availability of OT versus PT along with the objective results of the SPOTR. If both are available, the screener may determine which type of therapy is most appropriate from personal knowledge and/or previous experience with either OT's or PT's. The screener may also refer to the information which describes the roles of the OT and PT in the "Introduction" of the manual (page 12).

These scoring procedures have been based upon statistical analysis of the field test data. In addition to the preceding guidelines, further details are available for the interested reader in Appendix F in tables which depict the score frequencies of clients referred to OT and PT from the sample population.

Analysis of the field test data indicated that approximately ten percent (10%) of the sample population who were referred to either OT or PT had total scores of 20 points or less. Clients with scores in this range who were referred generally evidenced single and specific problems such as scoliosis, lordosis or pain during one movement. However, other individuals with similar scores and similar problems were not referred for evaluation. Thus, for a client whose total SPOTR score falls within the range of 0-20 points, the need for OT or PT evaluation is unlikely. For example, if the SPOTR score equals 15 and the client is referred to PT, the chance that this is a correct referral is approximately 1% and the chance that the referral is incorrect is approximately 98% (Appendix F). Clients with total scores of 21-50 equals approximately 20% of the screened population who were referred to either OT or PT. Approximately seventy percent (70%) of the clients who were referred to OT and PT scored 51 or more points.

Project therapists derived the previously described scoring guidelines by the following means: (1) data analysis, as summarized in Appendix F; (2) consensus regarding practice areas specific to OT and to PT as outlined in the manual's INTRODUCTION; and, (3) consensus regarding the number/percentage of clients considered ethical, and realistic, to exclude from services by not recommending referral. Thus, the "cut-off" levels of 20 points and of 50 points were selected as the critical indices.

Administrators and screeners in each agency, in collaboration with therapists, may choose to use the designated scoring and referral criteria of the SPOTR or they may use the tables in Appendix F to determine their own referral point. If referral to an OT/PT is determined by an alternate method, decision makers must take into consideration the probabilities of correct/incorrect referrals and the ethical and legal implications of providing or denying OT/PT rehabilitation services, in addition to the financial resources of that agency.

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APPENDIX A

National Independent Living Skills Project

Index of Supervision Levels

Level 1 - Skilled Care Nursing

This person requires twenty-four hour supervision provided by medical, psychological and direct care staff. This individiual has multiple disabilities or complicating medical conditions. He/she may be non-ambulatory, not toilet-trained, lacking communication skills, having minimal personal hygiene skills and/or having severe behavioral problems. This individual has little contact with the community.

Level 2 - Full-Time Supervision

This person requires supervision 24 hours per day by family, guardian or residential staff. He/she may have multihandicapping conditions or behavior problems. He/she is beginning to acquire new self-care skills and simple housekeeping skills with training and practice. Contact with the community occurs primarily under direct supervision. Family, guardians or residential staff hold primary responsibility for home maintenance, meal preparation and money management, and provide assistance for activities of daily living.

Level 3 - General Supervision

This person lives where general supervision is required on a part-time daily basis, e.g., evenings and nights. This person is capable of personal hygiene and grooming, room maintenance, preparation of some meals, limited management of money, and shared maintenance of the home/residence. He/she may lack confidence and experience in independent living and has limited decision-making and strategy building skills. Multihandicapping conditions or behavior problems may be present. Family or staff supervises and trains for increased development and refinement of independent living skills. Contact with the community occurs within a limited geographic area and may occur without supervision.

Level 4 - Regular Supervision

This person lives in his/her own living quarters. Staff are required to make regularly scheduled checks for supervision and/or training. Staff persons may offer assistance for refinement of independent living skills. Contact with the community occurs within a limited geographic area without supervision.

Level 5 - "On-Call" Supervision

This person lives in his/her own living quarters and requires staff to be available only for emergency assistance and for occasional advice/assistance. His/her residence may have an emergency call system and/or communication system with a resident manager or social service agency. Contact with the community is independently arranged and limited only by the individual's preferences and/or financial resources.

Level 6 - No Supervision

This person lives in his/her living quarters and manages independent living needs without assistance or with minimal contact from public social services. That is, the person independently performs or arranges for: care of personal health and hygiene, food purchase and preparation; money management, social and leisure activities, transportation, maintenance of living quarters and, if applicable, uses assistive devices unaided.

APPENDIX B
Inter-rater Reliability of the SPOTR

Subtest	Item #	Correlation Coefficient		
		OT & PT	PT & Non-therapist	OT & Non-therapist
MOVEMENT				
	1	.913	.884	.897
	2	.880	.852	.834
	3	.915	.855	.849
	4	.909	.878	.901
	5	.898	.857	.881
	6	.886	.832	.875
	7	.801	.729	.817
	8	.813	.707	.797
	9	.758	.793	.726
	10	.883	.779	.773
	11	.927	.816	.893
	12	.935	.814	.813
	13	.912	.898	.870
	14	.901	.858	.875
	15	.910	.890	.852
	16	.663	.684	.698
	17	.801	.773	.723
	18	.814	.860	.722
	19	.957	.820	.811
	20	.921	.676	.748
	21	.797	.752	.737
	22	.659	.767	.719
	23	.908	.891	.863
	24	.863	.813	.908
	25	.834	.700	.732
	26	.894	.833	.848
	27	.876	.589	.647
	28	.945	.846	.842
STRENGTH				
	29	.938	.832	.859
	30	.897	.807	.867
	31	.935	.878	.941
	32	.887	.811	.846

APPENDIX B, Cont.
Inter-rater Reliability of the SPOTR

Subtest	Item #	Correlation Coefficient OT & PT	PT & Non-therapist	OT & Non-therapist
HAND USE				
	33	.945	.905	.862
	34	.934	.800	.797
	35	.891	.885	.869
	36	.950	.861	.854
	37	.804	.635	.854
	38	.922	.827	.860
	39	.972	.910	.902
	40	.973	.908	.886
	41	.955	.877	.873
	42	.953	.940	.922
	43	.964	.964	*
	44 (Per.)	.614	.643	.587
	(Dir.)	.966	.952	.966
	45 (Per.)	.527	.575	.675
	(Dir.)	.959	.918	.959
	46 (Per.)	.567	.723	.678
	(Dir.)	.966	.912	.966
	47 (Per.)	.578	.544	.606
	(Dir.)	.980	.952	.980
	48	.762	.916	.643
	49 (Per.)	.717	.785	.801
	(Dir.)	.980	.980	.980
	50	.879	.877	.829
	51	.478	.627	.489
	52	.802	.830	.874
	53	.530	.711	.635
	54	.734	.550	.601
	55	.918	.838	.864
	56	.842	.526	.451
	57	.950	.868	.861
	58	.755	.776	.817
	59	.876	.827	.878
	60	.959	.860	.864
	61	.716	.767	.768
	62	.932	.908	.925
	63	.835	.847	.770
	64	.909	.838	.810
	65	.799	.837	.784
	66	.966	.863	.857
	67	.980	.929	.929

APPENDIX B, Cont.

Inter-rater Reliability of the SPOTR

		Correlation Coefficient		
Subtest	Item #	OT & PT	PT & Non-therapist	OT & Non-therapist
FUNCTIONAL MOBILITY				
	68	.943	.824	.787
	69	.931	.954	.955
	70	.754	.733	.736
	71	.854	.589	.647
	72	.768	.682	.610
	73	.874	.756	.834
	74	.923	.785	.820
	75	.934	.830	.842
	76	.900	.901	.888
	77	.735	.479	.621
	78	.799	.792	.750
	79	.816	.668	.754
	80	.785	.653	.710
	81	.881	.784	.807
	82	.874	.770	.819
	83	.881	.774	.825
ORAL-MOTOR SKILLS				
	84	.936	.949	.927
	85	.911	.911	.902
	86	.867	.812	.765
	87	.873	.934	.881
	88	.955	.900	.952
	89	.421	.100	.238
	90	.888	.790	.834
	91	.930	.947	.973
POSTURE (Sitting)				
	92 (N)	.82	.79	.83
	(D/B)	.90/.97	.87/.98	.93/.96
	(R/L)	.83/.86	.89/.88	.90/.90
	93 (Eq)	.73	.66	.77
	(L/R)	.86/.86	.79/.82	.86/.87
	(El)	1.00	.99	.99
	(Rd)	.66	.73	.77
	(Bk)	.99	.99	1.00

APPENDIX B, Cont.
Inter-rater Reliability of the SPOTR

		Correlation Coefficient		
Subtest	Item #	OT & PT	PT & Non-therapist	OT & Non-therapist
(Sitting, Cont.)	94 (St)	.75	.76	.87
	(Sl)	.88	.88	.93
	(Lns)	.82	.82	.87
	95 (Bt)	.88	.86	.93
	(Fd)	.87	.89	.95
	96 (Sym)	.74	.78	.89
	(Dif)	.89	.86	.90
	97 (Fl)	.59	.59	.86
	(N.Fl)	.96	.94	.95
(Standing)	98 (N)	.78	.80	.82
	(D/B)	.87/.97	.89/.97	.91/.98
	(R/L)	.84/.89	.90/.90	.89/.89
	99 (Eq)	.71	.67	.79
	(R/L)	.82/.82	.75/.78	.82/.89
	(El)	1.00	1.00	1.00
	(Rd)	.71	.78	.79
	(B)	.98	.97	.99
	100 (St)	.74	.67	.76
	(Sc)	.78	.71	.80
	(Ky)	.91	.88	.97
	(Ls)	.80	.76	.86
	101 (Dt)	.87	.90	.93
	(Eq)	.51	.50	.69
	(Ueq)	.73	.68	.67
	102 (St)	.80	.83	.90
	(Bt)	.94	.95	.97
	(Dt)	.82	.87	.93
	103 (St)	.84	.82	.87
	(B/F)	.88/.93	.90/.88	.92/.90
	(K/B)	.98/.94	.98/.93	.99/.99
	104 (N)	.79	.75	.86
	(I/O)	.98/.81	.98/.80	.99/.99

* Missing Data

APPENDIX C

List of Equipment/Supplies for Administration of the SPOTR

- One table/desk (48 inches long or longer).
- One straight back chair without arms (seat height of chair must be appropriate for client so that his/her feet rest flat on the floor; seat height = 17 or 18 inches for an adult of "average" size).
- Blindfold or screen. If the client demonstrates an unwillingness to wear a blindfold, the examiner may choose to use a screen. A manila folder held against the client's chest at collarbone level may be used as a screen. Change the wording of the instructions accordingly if a screen is used.
- Four pairs of fabric squares (minimum of 3" x 3"): One pair each of corduroy, terry-cloth, denim and textured polyester).
- Two rubber bands.
- Two paper clips.
- Multivariant sequencing beads (minimum of eight pairs by shape and eight pairs by size, color is unimportant. Available from Developmental Learning Materials).
- Two laces (24" long) for stringing beads.
- Two buttons 3/4" diameter).
- Two pennies.
- Two spoons.
- Two forks.
- Four safety pins.
- Opaque, one-to-two quart container (with or without handle) with pop-off lid, e.g., Tupperware.
- Eight-ounce plastic or disposable glasses.
- Shoe with laces (for tying).
- One tray (with raised rim) for work surface, approximately 12" x 24" x 1".
- Four sheets of paper (8-1/2 x 11").
- Dressing vest with separating zipper, buttons, and snaps made from pattern (See Appendix D) or large man-sized shirts/vests/coats with a minimum of four 1/2" buttons, two snaps,and one separating zipper.

- Mat (Optional).
- Stopwatch or watch with second hand.
- Series of three steps (eight-inches high) with hand-rail.
- Ten-pound weight (e.g., bucket of sand or barbells etc.) which client can grasp with one hand.
- Twenty-pound weight (e.g., box with two handles or any object weighing 20 pounds) which client must grasp with two hands.
- Two three-pound weights (e.g., barbells, sand bags or canned goods).
- Posture pictures (Appendix E).

APPENDIX D

Pattern for Adult Dressing Vest

Materials Needed: 1-2 yards of 60" heavyweight material, e.g., denim
Heavy duty thread
4 ½-inch buttons
4 ½-inch snaps
10 inches hook-and-pile tape, e.g., Velcro®
One 14-inch separating zipper
Optional: Buttonneer® kit

Instructions:

(1) Any commercial vest pattern may be used as a guide for pattern layout and construction. Figure 1 illustrates the suggested dimensions and the number of pieces to be cut for making this unlined, one-size-fits-all vest for use with the SPOTR. Facings are not depicted here.

Do not sew together the side seams of the vest; leave them open but finished at all side openings.

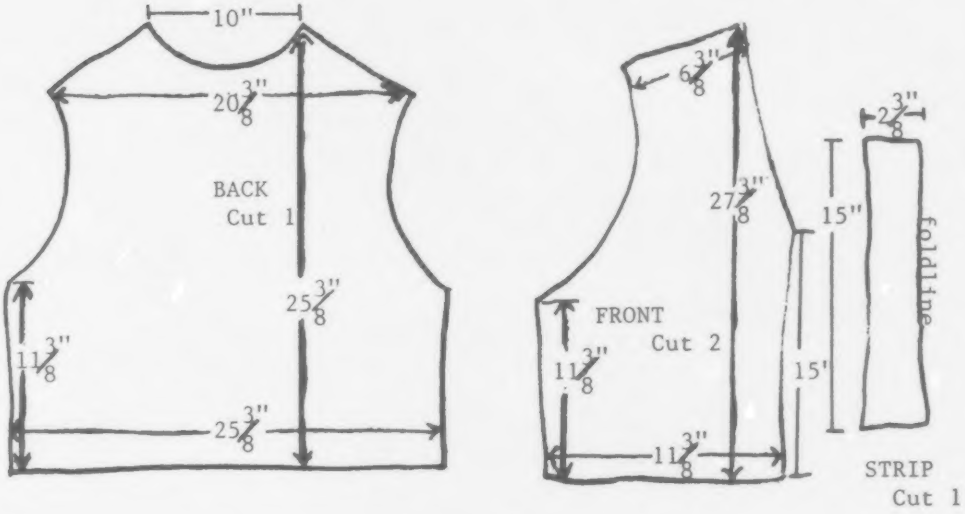

10"
20 3/8"
BACK
Cut 1
25 3/8"
11 3/8"
25 3/8"
6 3/8"
27 3/8"
FRONT
Cut 2
11 3/8"
11 3/8"
15"
15'
2 3/8"
foldline
STRIP
Cut 1

Figure 1

(2) Use Figure 2 as a general guide for attaching fasteners as described:

(a) Attach the "male" sections of the 4 snaps at points X, securing each one firmly with heavy duty thread. Attach the complementary "female" sections of the snaps at points O, securing each one in the same fashion.

(b) Attach two 5" strips of Velcro® hook tape between points A at the side seams of the vest's front panels. Then attach two 5" strips of Velcro® pile tape between points B along both side seams of the vest's back (inside).

(c) Evenly space and stich 4 buttonholes, to accomodate ½-inch buttons, on the folded strip between the attached "male" snap pieces.

(d) Attach separating zipper along the vest's front opening according to manufacturer's directions.

(e) Attach the folded strip, with buttonholes and snaps, adjacent to the zipper on one side of the vest's front so that the strip covers the zipper when the buttons are fastened.

(f) Attach the 4 ½-inch buttons with heavy duty thread, or with plastic Buttonneer® shanks, on the front vest panel opposite the buttonhole strip. Align each button with its corresponding buttonhole at approximately points C.

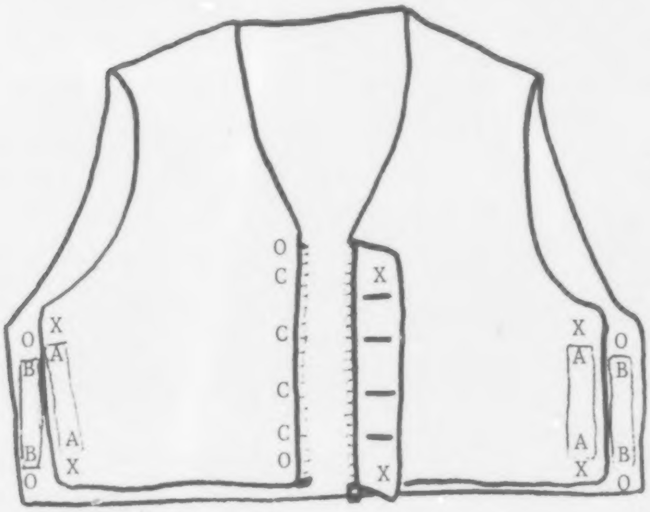
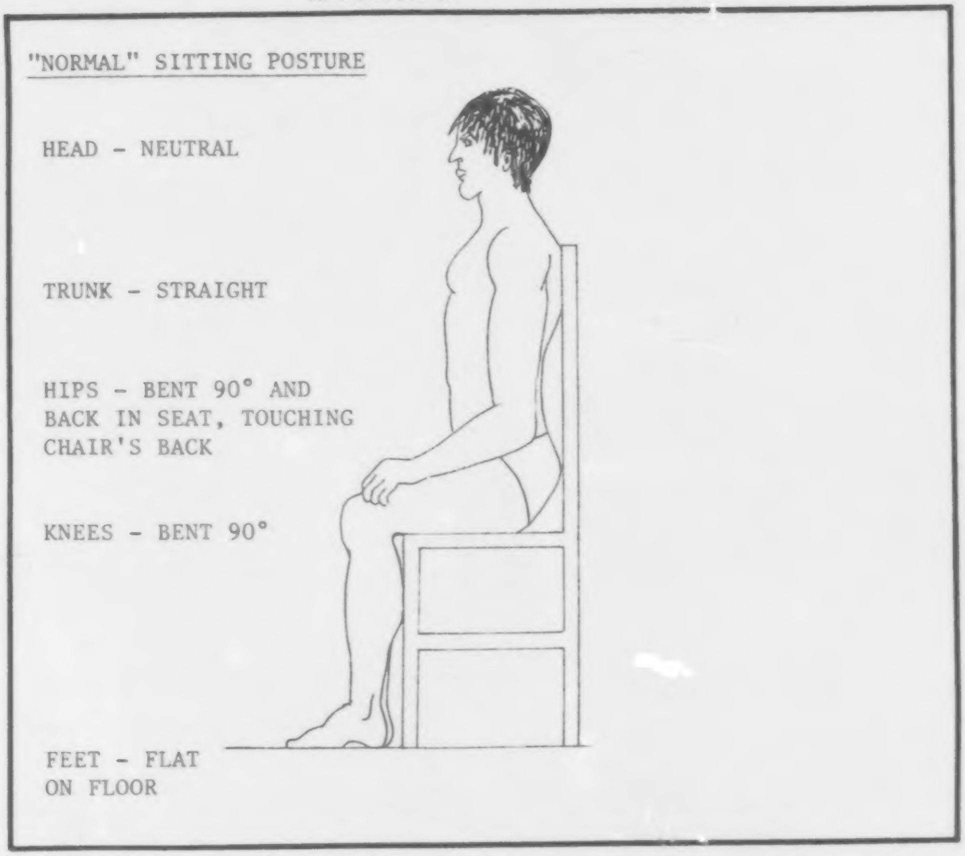
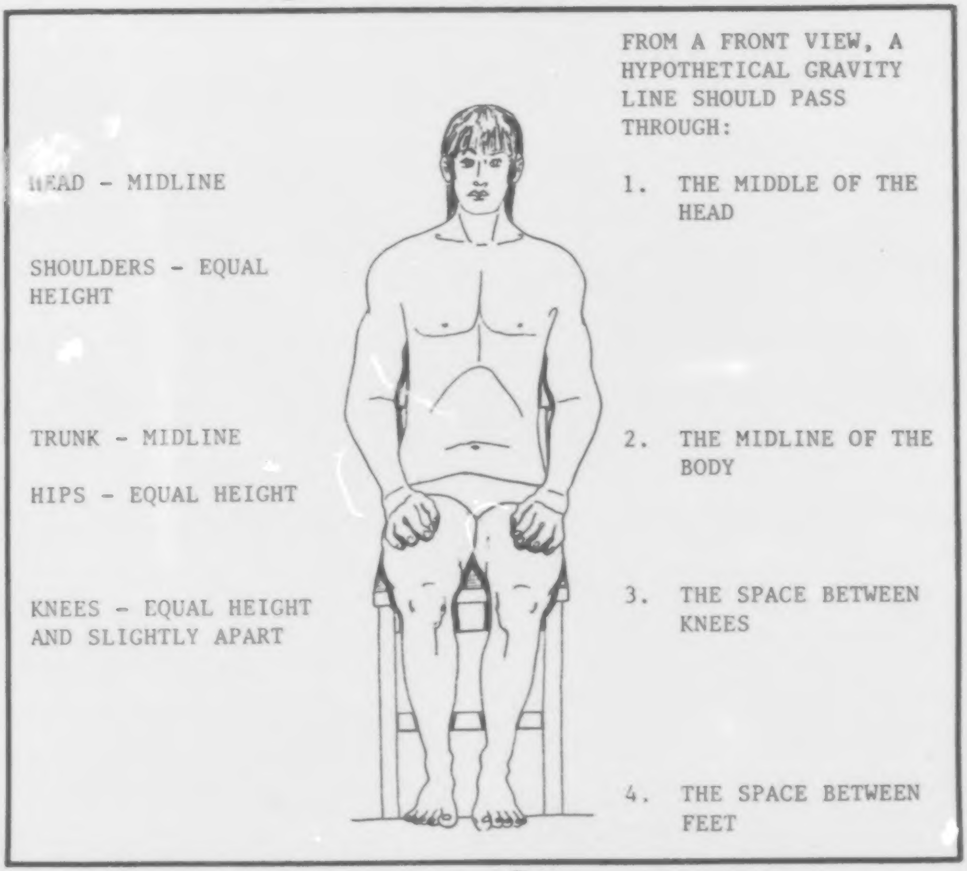


Figure 2

Since the side seams are not sewn together, this vest can "expand" to fit even very large adults.

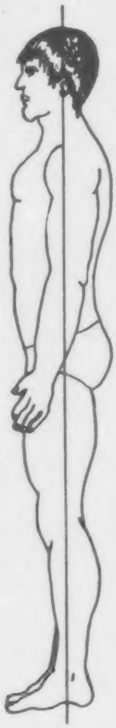

"NORMAL" SITTING POSTURE
HEAD - NEUTRAL
TRUNK - STRAIGHT
HIPS - BENT 90° AND BACK IN SEAT, TOUCHING CHAIR'S BACK
KNEES - BENT 90°
FEET - FLAT ON FLOOR

Figures 1a and 1b


HEAD - MIDLINE
SHOULDERS - EQUAL HEIGHT
TRUNK - MIDLINE
HIPS - EQUAL HEIGHT
KNEES - EQUAL HEIGHT AND SLIGHTLY APART
FROM A FRONT VIEW, A HYPOTHETICAL GRAVITY LINE SHOULD PASS THROUGH:
1. THE MIDDLE OF THE HEAD
2. THE MIDLINE OF THE BODY
3. THE SPACE BETWEEN KNEES
4. THE SPACE BETWEEN FEET

"NORMAL" STANDING POSTURE

FROM A SIDE VIEW A HYPOTHETICAL GRAVITY LINE SHOULD PASS THROUGH:



HEAD - NEUTRAL

ARMS - RELAXED AT SIDE

HIPS - STRAIGHT

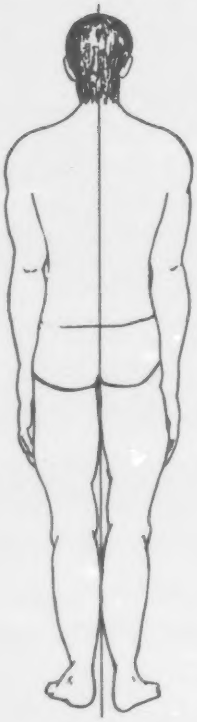
KNEES - STRAIGHT

FEET - POINTING FORWARD

1. THE EAR LOBE
2. THE CENTER OF TOP OF SHOULDER
3. SLIGHTLY BEHIND THE KNEE CAP
4. SLIGHTLY IN FRONT OF "BUMP" ON ANKLE

Figures 2a and 2b

FROM A BACK VIEW A HYPOTHETICAL GRAVITY LINE SHOULD PASS THROUGH:



SHOULDERS - EQUAL HEIGHT

SPINE - STRAIGHT

HIPS - EQUAL HEIGHT

ARMS - EQUAL LENGTH

KNEES - EQUAL HEIGHT

FEET - SLIGHTLY APART

1. THE MIDDLE OF THE HEAD
2. MIDWAY BETWEEN SHOULDERS
3. HIPS BETWEEN BUTTOCKS
4. THE SPACE MIDWAY BETWEEN KNEES
5. THE SPACE MIDWAY BETWEEN HEELS

Appendix F

Score Frequencies: Occupational Therapy (OT) Referral

Total Score	Referral Status	Percentage of Correct Decision	Percentage of Incorrect Decision
"At this score	If you refer/ do not refer for OT evaulation,	probability that your decision is correct = ____%,	probability that your decision is incorrect = ____%".
0-5	Refer	0	100
	Not Refer	98.7	1.3
6-10	Refer	1.4	98.6
	Not Refer	78.2	21.8
11-15	Refer	7.2	92.8
	Not Refer	52.6	47.4
16-20	Refer	11.6	88.4
	Not Refer	38.5	61.5
21-25	Refer	14.5	85.5
	Not Refer	28.2	71.8
26-30	Refer	15.9	84.1
	Not Refer	17.9	82.1
31-35	Refer	17.4	82.6
	Not Refer	10.3	89.7
36-40	Refer	23.2	76.8
	Not Refer	10.3	89.7
41-45	Refer	26.1	73.9
	Not Refer	6.4	93.6
46-50	Refer	30.4	69.6
	Not Refer	3.8	96.2
51-55	Refer	34.8	65.2
	Not Refer	3.8	96.2
56-60	Refer	36.2	63.8
	Not Refer	3.8	96.2
61-65	Refer	43.5	56.5
	Not Refer	1.3	98.7
66-70	Refer	46.4	53.6
	Not Refer	0	100

Appendix F

Score Frequencies: Physical Therapy (PT) Referral

Total Score	Referral Status	Percentage of Correct Decision	Percentage of Incorrect Decision
"At this score	If you refer/ do not refer for PT evaulation,	probability that your decision is correct = ____%,	probability that your decision is incorrect = ____%"
0- 5	Refer	0	100
	Not Refer	100	0
6-11	Refer	2.1	97.9
	Not Refer	73.7	26.3
11-15	Refer	1.2	97.9
	Not Refer	58.6	41.4
16-20	Refer	8.3	91.7
	Not Refer	40.4	59.6
21-25	Refer	12.5	87.5
	Not Refer	32.3	67.7
26-30	Refer	16.7	83.3
	Not Refer	27.3	72.7
31-35	Refer	20.8	79.2
	Not Refer	20.2	79.8
36-40	Refer	25.0	75.0
	Not Refer	16.2	83.8
41-45	Refer	27.1	72.9
	Not Refer	15.2	84.8
46-50	Refer	29.2	70.8
	Not Refer	13.1	86.9
51-55	Refer	31.3	68.7
	Not Refer	10.1	89.9
56-60	Refer	31.3	68.7
	Not Refer	8.1	91.9
61-65	Refer	37.5	62.5
	Not Refer	6.1	93.9
66-70	Refer	43.8	56.2
	Not Refer	6.1	100

APPENDIX G

SPOTR
Guide to Scoring

The four screening formats are: Performance, Directionality, Posture and Pain.

INSTRUCTIONS:

On each of the screening tasks, indicate the client's responses by circling the appropriate number/word for any of the following categories.

A. PERFORMANCE: Item 1 through 91

0 = Independently* performs the tasks smoothly, quickly, and without difficulty.

1 = Independently* performs the task awkwardly and slowly

2 = Independently* performs the task with extreme effort.

3 = Unable to perform the task independently.

* Independently = without physical or verbal guidance or prompting. The client may use assistive devices such as brace(s), walker, crutch(es), cane(s), wheelchair, splint(s), etc., throughout the screening, if that appliance is used in his/her daily routine.

B. DIRECTIONALITY: Item 44 through 47 and Item 49

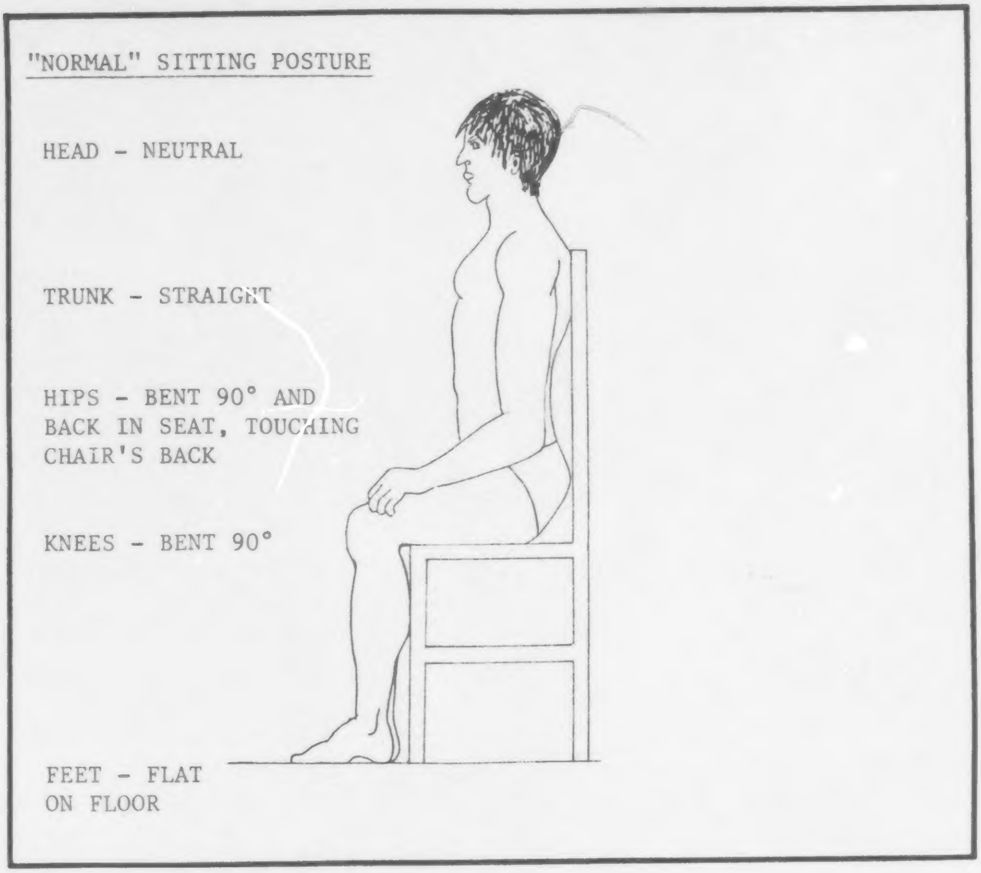
YES = The client follows the directional command accurately and quickly.

NO = The client does not follow the directional command accurately or demonstrates confusion.

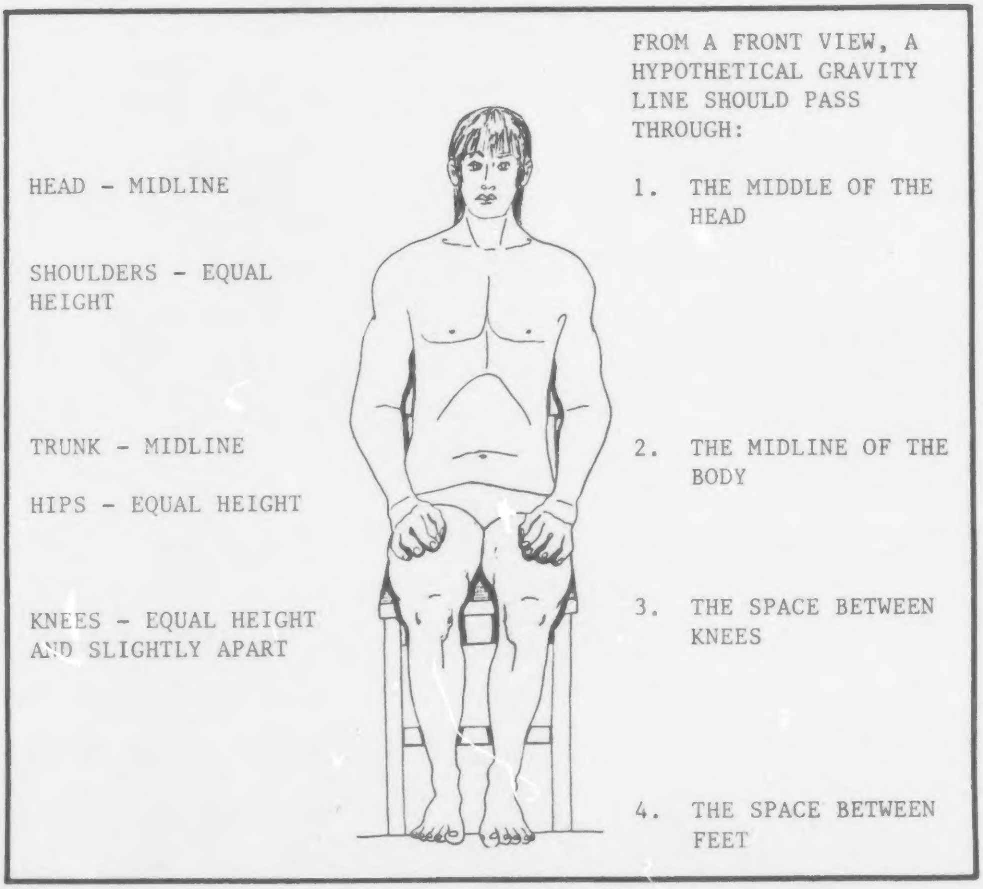
NOTE: Item 49 through 51 also call for observation of which hand the client uses to perform each task.

C. POSTURE: Items 92 through 104 are check-lists of sitting and standing postures. All descriptions that are relevant to each body part (in sitting and standing) should be checked.

D. PAIN: During the performance of any of the screening tasks (Items 1-104), note any verbal or nonverbal expressions of pain/discomfort as they occur in the space provided on page 5 of the recording booklet.


"NORMAL" SITTING POSTURE
HEAD - NEUTRAL
TRUNK - STRAIGHT
HIPS - BENT 90° AND BACK IN SEAT, TOUCHING CHAIR'S BACK
KNEES - BENT 90°
FEET - FLAT ON FLOOR

Figures 1a and 1b


HEAD - MIDLINE
SHOULDERS - EQUAL HEIGHT
TRUNK - MIDLINE
HIPS - EQUAL HEIGHT
KNEES - EQUAL HEIGHT AND SLIGHTLY APART
FROM A FRONT VIEW, A HYPOTHETICAL GRAVITY LINE SHOULD PASS THROUGH:
1. THE MIDDLE OF THE HEAD
2. THE MIDLINE OF THE BODY
3. THE SPACE BETWEEN KNEES
4. THE SPACE BETWEEN FEET

"NORMAL" STANDING POSTURE

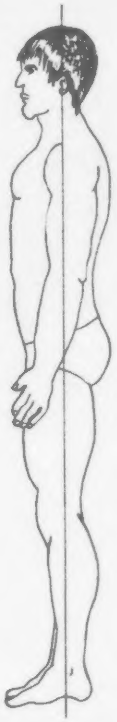
HEAD - NEUTRAL

ARMS - RELAXED AT SIDE

HIPS - STRAIGHT

KNEES - STRAIGHT

FEET - POINTING FORWARD



FROM A SIDE VIEW A HYPOTHETICAL GRAVITY LINE SHOULD PASS THROUGH:

1. THE EAR LOBE
2. THE CENTER OF TOP OF SHOULDER
3. SLIGHTLY BEHIND THE KNEE CAP
4. SLIGHTLY IN FRONT OF "BUMP" ON ANKLE

Figures 2a and 2b

FROM A BACK VIEW A HYPOTHETICAL GRAVITY LINE SHOULD PASS THROUGH:

SHOULDERS - EQUAL HEIGHT

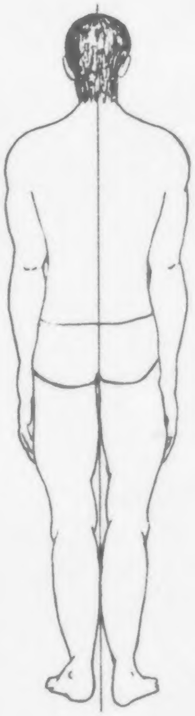
SPINE - STRAIGHT

HIPS - EQUAL HEIGHT

ARMS - EQUAL LENGTH

KNEES - EQUAL HEIGHT

FEET - SLIGHTLY APART



1. THE MIDDLE OF THE HEAD
2. MIDWAY BETWEEN SHOULDERS
3. HIPS BETWEEN BUTTOCKS
4. THE SPACE MIDWAY BETWEEN KNEES
5. THE SPACE MIDWAY BETWEEN HEELS

SPOTR
Guide to Scoring

The four screening formats are: Performance, Directionality, Posture and Pain.

INSTRUCTIONS:

On each of the screening tasks, indicate the client's responses by circling the appropriate number/word for any of the following categories.

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B. DIRECTIONALITY: Item 44 through 47 and Item 49

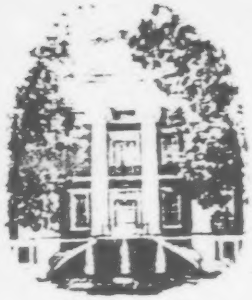
YES = The client follows the directional command accurately and quickly.

NO = The client does not follow the directional command accurately or demonstrates confusion.

NOTE: Item 49 through 51 also call for observation of which hand the client uses to perform each task.

C. POSTURE: Items 92 through 104 are check-lists of sitting and standing postures. All descriptions that are relevant to each body part (in sitting and standing) should be checked.

D. PAIN: During the performance of any of the screening tasks (Items 0-104), note any verbal or nonverbal expressions of pain/discomfort as they occur in the space provided on page 5 of the recording booklet.



MANNING HALL
1858

Alabama Institute for Deaf and Blind

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Talladega, Alabama 35160
Tel: 205 / 362-1050

E. H. Gentry Technical Facility

CORRECTION

TO USERS OF THE SPOTR:

On page 2 of the recording booklet, please note the following correction:

3.	Turn both palms up and then down on thighs simultaneously 10 times	0 1 2 3

On page 3 of the recording booklet, please note these corrections:

45.	Use tips of thumb and finger(s) to pick up one button and ...	0 1 2 3	
	... place button LEFT of container	Yes 0	No 1
46.	Use tips of thumb and finger(s) to pick up one fork and...	0 1 2 3	
	... place fork RIGHT of container	Yes 0	No 1

The staff of the National Independent Living Skills Project regrets these omissions and apologize for any inconvenience to users of the SKIL:SACK materials.

Sincerely,

Deanna J. Iceman

Deanna J. Iceman, Project Manager
National Independent Living Skills
Project

Terry Woosley

Terry Woosley, Occupational Therapist

DJI:TW/ec

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SPOTR

SCREENING FOR PHYSICAL AND OCCUPATIONAL THERAPY REFERRAL

NAME: ____________________

BIRTHDATE: ____________________

AGE: ________ RACE: ____________ SEX: ___ M ___ F

SCREENER: ____________________

DATE OF SCREENING: ____________________

AGENCY: ____________________

PRIMARY MODE OF COMMUNICATION:
Check *one* in each column.

EXPRESSIVE		RECEPTIVE
___	Speech	___
___	Sign Language	___
___	Gestures/Demonstration	___
___	Assistive Communication Device	___
___	Other (Describe): ____________________ ____________________	___

RESULTS OF MOST RECENT INTELLECTUAL TESTING: Check one.

___ Above Average (≥110)

___ Average (90 - 109)

___ Low Average (80 - 89)

___ Borderline (70 - 79)

___ Mild MR (55 - 69)

___ Moderate MR (40 - 54)

___ Severe/Profound (0 - 39)

___ Results unavailable

HANDICAPPING CONDITIONS: Check *all* that apply.

___ Visual Impairment

___ Hearing impairment

___ Deaf-Blind

___ Speech/Language Disability

___ Emotional Conflict

___ Learning Disability

___ Mental Retardation

___ Physical Disability

___ Other (Describe): ____________________ ____________________

ASSISTIVE DEVICES:
Check any which client uses routinely.

___ Wheelchair

___ Crutch(es)

___ Walker

___ Orthopedic cane

___ Guide cane

___ Artificial arm(s)/leg(s)

___ Orthopedic shoes

___ Brace(s)

___ Splint(s)

___ Hearing aid(s)

___ Glasses/contacts

___ Other (Describe): ____________________

CURRENT MEDICATIONS:
List *all* prescription and non-prescription medicines.

PERSONAL PHYSICIAN

Name:

Address:

Telephone: (   )

MEDICAL PRECAUTIONS (Check *all* that apply)

___ Seizures ___ Diabetes ___ Other (Describe): ____________________

PERFORMANCE

Client SITTING for Items 1-14

MOVEMENT

FOREARMS, HANDS AND FINGERS

1. Turn *right* palm up and then down on thigh 5 times 0 1 2 3
2. Turn *left* palm up and then down on thigh 5 times 0 1 2 3
3. Turn both palms up and then down on thighs simultaneously 10 times
4. Using *right* hand, touch tip of thumb to each fingertip, 2 times 0 1 2 3
5. Using *left* hand, touch tip of thumb to each fingertip, 2 times 0 1 2 3
6. Both hands together, touch tips of thumbs to fingertips, 2 times 0 1 2 3

TRUNK

7. Twist trunk, not hips, to *right* and touch chair's back with *right* side 0 1 2 3
8. Twist trunk, not hips, to *left* and touch chair's back with *left* side 0 1 2 3

HIPS

9. Without using hands, lift *left* knee toward chest 0 1 2 3
10. Without using hands, lift *right* knee toward chest 0 1 2 3
11. Without using hands, place *left* ankle (or lower calf of left leg) on top of *right* knee 0 1 2 3
12. Without using hands, place *right* ankle (or lower calf of right leg) on top of *left* knee 0 1 2 3

ANKLES

13. Keeping heel on floor, pat *left* foot 0 1 2 3
14. Keeping heel on floor, pat *right* foot 0 1 2 3

Client STANDING for Items 15-32

HEAD AND NECK

15. Touch chin to chest 0 1 2 3
16. Tilt head back to look at ceiling 0 1 2 3
17. Turn head only (not shoulders) to *right* 0 1 2 3
18. Turn head only (not shoulders) to *left* 0 1 2 3

PERFORMANCE

SHOULDERS, ARMS AND HANDS

19. Place *right* fingers on *right* shoulder 0 1 2 3
20. Place *left* fingers on *left* shoulder 0 1 2 3
21. Place *right* fingers on *left* shoulder 0 1 2 3
22. Place *left* fingers on *right* shoulder 0 1 2 3
23. Hands overlap *behind* upright head 0 1 2 3
24. Clap hands together *above* head 0 1 2 3
25. Hands touching *behind* back (one hand on top of the other) 0 1 2 3
26. Arms straight in front and push *forward* with hands open and fingers spread apart 0 1 2 3

TRUNK

27. Bend forward from waist, touching both hands to knees or lower 0 1 2 3

ANKLES

28. Stand on tiptoes 0 1 2 3

MOVEMENT SUBTEST TOTAL = ☐
(Items 1-28)

STRENGTH

29. *Left* hand, lift 10 pounds to waist 0 1 2 3
30. *Right* hand, lift 10 pounds to waist 0 1 2 3
31. Both hands, lift 3 pounds each over head 0 1 2 3
32. Squat and lift 10 pounds to waist, using both hands 0 1 2 3

STRENGTH SUBTEST TOTAL = ☐
(Items 29-32)

Client SITTING for Items 33-67

HAND USE

MATCHING: TEXTURE

33. Corduroy 0 1 2 3
34. Terry Cloth 0 1 2 3
35. Denim 0 1 2 3
36. Textured Cotton 0 1 2 3

MATCHING: SHAPE

	PERFORMANCE
37. Use both hands to open container	0 1 2 3
38. Match rubber bands	0 1 2 3
39. Match paper clips	0 1 2 3
40. Match buttons	0 1 2 3
41. Match pennies	0 1 2 3
42. Match spoons	0 1 2 3
43. Match forks	0 1 2 3

OBJECT MANIPULATION

44. Use tips of thumb and finger(s) to pick up one penny and . . .	0 1 2 3
. . . place penny *BEHIND* container	Yes No 0 1
45. Use tips of thumb and finger(s) to pick up one button and . . .	
. . . place button *LEFT* of container	Yes No 0 1
46. Use tips of thumb and finger(s) to pick up one fork and . . .	
. . . place fork *RIGHT* of container	Yes No 0 1
47. Use tips of thumb and finger(s) to pick up one paper clip and . . .	0 1 2 3
. . . place paper clip *IN FRONT OF* container	Yes No 0 1
48. Use tips of thumb and finger(s) to pick up one button	0 1 2 3
49. Use one hand to lift container while picking up button with other hand and . . .	0 1 2 3
. . . place button *UNDER* container	Yes No 0 1
Hand used to pick up button?	Right Left 0 0
50. Pin fabric pairs together	0 1 2 3
Hand used to hold pin while piercing fabric pairs?	Right Left 0 0
51. Hold spoon in one hand with tips of thumb and first two fingers, not with fisted grasp	0 1 2 3
Hand used to hold spoon for scooping?	Right Left 0 0

	PERFORMANCE
52. Scoop at least 10 beads, one at a time, with spoon	0 1 2 3
53. Using spoon, transfer all beads to container, one at a time, without spilling even one bead	0 1 2 3
54. Pick up each bead with tips of thumb and first (or first and second) finger(s)	0 1 2 3
55. Copy SHAPE pattern in exact sequence	0 1 2 3
56. Pick up each bead with tips of thumb and first (or first and second) finger(s)	0 1 2 3
57. Copy SIZE pattern in exact sequence	0 1 2 3
58. Use both hands to fold paper	0 1 2 3
59. Align edges of paper accurately	0 1 2 3

CLOTHING FASTENERS

60. Close zipper	0 1 2 3
61. Open zipper	0 1 2 3
62. Button 4 buttons	0 1 2 3
63. Unbutton 4 buttons	0 1 2 3
64. Close 2 snaps	0 1 2 3
65. Open 2 snaps	0 1 2 3
66. Untie shoe (and remove knots, if any)	0 1 2 3
67. Tie shoe securely	0 1 2 3

HAND USE SUBTEST TOTAL = ☐
(Items 33-67)

FUNCTIONAL MOBILITY

TRANSFERS

68. Stand from sitting without use of hands	0 1 2 3
69. Seat self in chair without use of hands	0 1 2 3
70. Lie down on mat/floor	0 1 2 3
71. Sit up from lying on back (May use hands to come to sitting)	0 1 2 3
72. Maintain sitting balance for 30-60 seconds without using hands for support, i.e., *not* leaning on legs, mat, floor	0 1 2 3
73. Stand from sitting on mat/floor	0 1 2 3

BALANCE

74. Stand on *right* foot, 6 seconds or longer	0 1 2 3
75. Stand on *left* foot, 6 seconds or longer	0 1 2 3
76. Jump 3 consecutive times, both feet off floor at same time	0 1 2 3

	PERFORMANCE
AMBULATION	
77. Walk forward 100 feet without falling or loss of balance	0 1 2 3
78. Stop quickly without falling or loss of balance	0 1 2 3
79. Walk backward 6 feet without falling or loss of balance	0 1 2 3
80. Walk sideways between table and chair without falling or loss of balance	0 1 2 3
81. Walk forward heel-to-toe for 6 consecutive steps without falling or loss of balance	0 1 2 3
STAIRS	
82. Ascend steps (at least 3) without aid of another person and without use of handrail	0 1 2 3
83. Descend steps (at least 3) without aid of another person and without use of handrail	0 1 2 3

FUNCTIONAL MOBILITY SUBTEST TOTAL = ☐
(Items 68-83)

ORAL-MOTOR SKILLS

84. Touch tongue to skin beyond lips at *right* corner of mouth	0 1 2 3
85. Touch tongue to skin beyond lips at *left* corner of mouth	0 1 2 3
86. Touch tongue to skin *above* top lip	0 1 2 3
87. Touch tongue to skin *below* bottom lip	0 1 2 3
88. Hold folded paper between closed lips, *not* teeth, for 5-10 seconds	0 1 2 3
89. Drink from cup without tipping head backward	0 1 2 3
90. Swallow water without spilling, leakage from mouth, choking, coughing	0 1 2 3
91. Swallow 2 or more times consecutively	0 1 2 3

ORAL-MOTOR SKILLS SUBTEST TOTAL = ☐
(Items 84-91)

POSTURE

For each numbered item in this subtest (92-104), check ALL descriptions, in both columns, that apply to each body part, i.e., head, shoulders, trunk, hips, legs, feet, in sitting *and* in standing.

SITTING POSTURE

92.	**Head** Neutral or midline of body ___ 0	Back *OR* down ___ 1 Tilted to right or left ___ 1
93.	**Shoulders** Equal height ___ 0	One shoulder higher than the other ___ 1 Elevated ___ 1 Rounded forward ___ 1 Pulled back ___ 1
94.	**Trunk** Straight ___ 0	Slumped forward excessively ___ 1 Leans to one side ___ 1
95.	**Hips** Bent to 90° (hips back touching back of chair ___ 0	Hips forward, not touching back of chair ___ 1
96.	**Legs** Position symmetrical ___ 0	Different position, one leg compared to the other ___ 1
97.	**Feet** Flat on floor ___ 0	*Not* flat on floor ___ 1

Client STANDING for Items 98-104

STANDING POSTURE

98.	**Head**			
	Neutral or midline of body	___ 0	Back *OR* down	___ 1
			Tilted to right or left	___ 1
99.	**Shoulders**			
	Equal height	___ 0	One shoulder higher than the other	___ 1
			Elevated	___ 1
			Rounded forward	___ 1
			Pulled back	___ 1
100.	**Spine**			
	Straight	___ 0	Laterally curved, possible scoliosis	___ 1
			Excessive curve in low back, possible lordosis	___ 1
			Upper back excessively rounded, possible kyphosis	___ 1
101.	**Arms**			
	Appear equal in length	___ 0	Different position, one arm compared to the other	___ 1
			Appear unequal in length	___ 1
102.	**Hips**			
	Straight	___ 0	Bent	___ 1
			Different position, one hip compared to the other	___ 1
103.	**Knees**			
	Straight	___ 0	Bent forward or backward	___ 1
			"Knock-kneed" or "bowlegged"	___ 1
104.	**Feet**			
	"Normal"	___ 0	Turned in or out	___ 1

POSTURE SUBTEST TOTAL = ☐
(Items 92-104)

PAIN

	Yes	No
During the performance of any of the screening tasks (1-104), did the client at any time indicate any verbal or nonverbal expressions of pain or discomfort?	0	0

If YES,

(a) Note the client's reaction to and/or description of the pain or discomfort *AND* the specific body site at which the pain was localized:

(b) Note the item number of the screening task(s) during which the pain/discomfort occurred:

OBSERVATIONS/COMMENTS:

SCORING

The client's total screening score, as obtained by transfer and addition of all subtest totals to the spaces below, is:

Subtest Total	Subtest
______	MOVEMENT
______	STRENGTH
______	HAND USE
______	FUNCTIONAL MOBILITY
______	ORAL-MOTOR SKILLS
______	POSTURE
0	PAIN: ☐ Yes ☐ No
______	Total SPOTR Score

INTERPRETATION

The client's SPOTR score falls within the range of points checked below:

______ 0-20 points — The need for OT or PT evaluation is unlikely.

______ 21-50 points — The need for OT and/or PT evaluation is suggested and should be considered after review and analysis of each subtest, as checked below:

____ a) Refer to OT *or* PT if:
  (1) PAIN is noted during any task; and/or
  (2) Point(s) fall in the subtests MOVEMENT and/or STRENGTH.

____ b) Refer to OT if point(s) fall in these subtests: HAND USE and/or ORAL-MOTOR SKILLS.

____ c) Refer to PT if point(s) fall in these subtests: FUNCTIONAL MOBILITY and/or POSTURE.

____ d) Refer to both OT *and* PT if point(s) fall in the subtests described in both b) *and* c) above.

______ 51 and above — The need for evaluation by OT *and* PT is highly recommended.

DECISION

____ Referral to OT or PT is *not* indicated.

____ Referral to OT is indicated.

____ Referral to PT is indicated.

____ Referral to OT *and* PT is indicated.

NILS

Skills of Independent Living:
Screening, Assessment, and Curriculum Kit

National Independent Living Skills

SCREENING INSTRUMENT

Volume II

By

Deanna Iceman, M.S., Project Manager
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The materials which are a product of the National Independent Living Skills (NILS) Project, were supported in whole or in part by Rehabilitation Services Administration (RSA), Department of Education Grant CFDA-128A. However, the opinions expressed herein do not necessarily reflect the position or policy or Rehabilitation Services Administration and no official endorsement by Rehabiblitation Services Administration should be inferred.

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ACKNOWLEDGEMENTS

The project staff recognizes Dr. William Dunlap, Associate Professor, Special Education Department, at the University of Alabama for his intense dedication to the National Independent Living Skills Project. By and large it was through his efforts that the NILS Screening Instrument was developed.

PREFACE

In November 1981, the Alabama Institute for Deaf and Blind was awarded a three-year grant project by Rehabilitation Services Administration. The purpose of the National Independent Living Skills (NILS) project was to develop an evaluation procedure and training program for adults (16 years and older) who may be hearing impaired/deaf, visually impaired/blind or multihandicapped/deaf-blind. A fundamental aspect of the project was a multidisciplinary approach to evaluation and training of independent living skills. The multidisciplinary team responsible for the development of project materials included the following disciplines: occupational therapy (OT), physical therapy (PT), recreation therapy, rehabilitation teaching and counseling. Basic operational assumptions underlying the development of project materials were as follows:

- Independent living skills constitute a continuum of skills and individuals fall on this continuum at different levels.
- Assessment and training of independent living skills is not just applicable to lower functioning individuals;
- Independent living skills do not vary for disabled or non-disabled persons;
- Independent living skills are critical to job performance;
- Independent living skills are not limited to the seven areas addressed in the NILS project; and
- Assessment and training of independent living skills is only one aspect of the independent living skills movement.

As a result of the NILS Project, a collection of materials has been developed and published as the SKIL:SACK, Skills of Independent Living: Screening, Assessment, and Curriculum Kit. Four major components are included:

(1) the National Independent Living Skills Screening Instrument,

(2) the National Independent Living Skills Assessment Instruments,

(3) the National Independent Living Skills Curriculum Guide, and

(4) the SPOTR, Screening for Physical and Occupational Therapy Referral tool.

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The focus of the independent skills screening and assessment instrumentation and curriculum guide is on seven areas of independent living skills: community awareness; legal awareness; money management; family responsibility; health/hygiene; social/interpersonal skills; and maladaptive behavior. The Community Awareness instrument explores an individual's knowledge of the purpose and functions of community and public agencies, organizations, and businesses. Health/Hygiene assesses personal hygiene, basic first aid and safety, sexuality, substance abuse, and personal health. Legal Awareness questions knowledge of basic rights, the judicial settings, legal aid, and contracts/ leases. Family Responsibility includes home maintenance, marriage, and child care. Money Management covers aspects of money identification, money values, making change, paying bills, credit, taxes, and insurance. The Social/Interpersonal and Maladaptive Behavior Checklists serve as referral tools to counseling and/or mental health services. The instruments have been developed to assess a client's current level of functioning. Results of the assessment will provide a profile of a client's skills in one or more of the seven independent living skills areas. The profile will illustrate the client's skills in one or more of the seven independent living skills areas. The profile will illustrate the client's strengths and weaknesses in each area and indicate a relationship of his/her functioning to a continuum of supervision levels found in alternative living environments, such as group homes or supervised apartments. Instructors can then refer to the profile to: (1) identify areas of training; (2) prioritize areas of programming; (3) locate units of instruction in the curriculum guide; and (4) delineate training objectives. The curriculum guide will specify resources for materials, media, and referral to existing curricula addressing independent living skills. In addition, the curriculum guide outlines adaptations and devices that can be incorporated in the instruction of independent living skills to sensory impaired individuals.

The SPOTR identifies the need for referral to occupational/physical therapists for evaluation. Designed to be administered by non-therapists, this instrument attempts to provide an objective, cost-effective method of referral for therapy evaluation and/or services for individuals with sensory impairment. Utilization of this screening tool is also projected to be an effective means of defining the role of occupational and physical therapy on the rehabilitation team. Thus, use of this instrument may help an administrator to quantify OT/PT services his agency needs and may also facilitate interdisciplinary communication and collaboration.

Administrators of programs can utilize data from the SKIL:SACK for long-range planning at the local, state and regional levels to design and provide for the independent living skills service needs of disabled populations. It is anticipated that the instrumentation and curriculum guide developed in conjunction with the SKIL:SACK will provide the fields of education and rehabilitation a valid means of assessing students' skills, identifying areas of instruction and, ultimately, enhance independent living for the disabled adolescent and adult.

INTRODUCTION

The National Independent Living Skills (NILS) Screening Instrument is a tool designed to be utilized by personnel to screen a student's/client's current general level of functioning in seven independent living skills areas. The primary purpose of this instrument is to screen an individual's current skill level and knowledge base for each of the seven independent living skills areas and to indicate by a profile, the relationship of his/her functioning to a continuum of six supervision levels found in alternative living environments. The Index of Supervision Levels is defined in Appendix A. Information from the screening provides a basis for delineating long term program goals.

In addition, results from the screening can be utilized to identify and prioritize general independent living skill areas that require in-depth assessment and training. Please note, the NILS Screening Instrument was not designed for direct placement of students/clients in living environment. Users are cautioned as to the appropriateness of this type of administration without concurrent assessment and training services.

A secondary objective of the NILS Screening Instrument was to provide agencies at the regional, state and local levels with a screening tool to identify the general functioning levels of groups of persons. This process would provide interagency decision makers with information that would be valuable in longterm planning of staffing, physical plant and programatic needs.

Seven independent living skill sections are included in this instrument: (1) "Health/Hygiene", (2) "Family Responsibility", (3) "Money Management", (4) "Community Awareness", (5) "Legal Awareness", (6) "Social/Interpersonal Skills", and (7) "Maladaptive Behavior". "Health/Hygiene" assesses personal hygiene; basic first aid and safety; sexuality; substance abuse; and personal health. "Family Responsibility" includes home maintenance, marriage and child care. "Money Management" cover aspects of money identification, money values, making change, paying bills, credit, taxes and insurance.

The NILS Screening Instrument was specificially designed to be utilized in conjunction with the National Independent Living Skills Assessment Instruments. A basic premise of the NILS model is that independent living skills training should proceed from (a) screening, to identify the need for services, to (b) assessment, to identify client's strengths and knowledge and/or performance deficits, and then to (c) training, based upon objectives derived from assessment. The screening instrument provides a quick overview of the client's functioning in the seven independent living skills areas and illustrates the supervision level of each area on a profile. From the screening profile, a long-term "living goal" can be detemined for an individual. For example, the results of the screening instrument may indicate that a person is functioning at the following supervision levels:

Area	Supervision Level
Health/Hygiene	V
Family Responsibility	V
Money Management	III
Community Awareness	III
Legal Awareness	IV
Social/Interpersonal	V
Maladaptive Behavior	V

From this information, the long-term "living goal" may be to bring this person's overall supervision needs to a level V. This individual would then be referred for instruction in the areas of "Money Management", "Community Awareness" and "Legal Awareness". Training personnel would then administer the National Independent Living Skills Assessment Instruments for these three areas to determine the specific skills/concepts the client has and which skills/concepts need to be developed. Finally, the National Independent Living Skills Curriculum Guide can be utilized to delineate teaching objectives and to identify instructional resources.

Therefore, the primary purpose of the National Independent Living Skills Screening Instrument is to establish a baseline of objectives for subsequent assessment and training. It is unlikely that all seven NILS Assessment Instruments would be administered to any one client at the same time. Rather, you would administer the indepth assessments only for those independent living skills areas that the screening results indicated as weak relative to the remaining areas. As independent livng goals are met and possibly upgraded it is conceivable that, over a period of time, all seven instruments could be administered to one individual. If the NILS Screening Instrument is not utilized prior to the administration of the assessment instruments, areas to be evaluated can be selected at the discretion of program staff.

Additionally, the screening instrument has been designed so that a variety of staff can participate in the administration of the tool. For example, residential staff/parent may administer the Health/Hygiene section, while Community Awareness is administered by an instructor/occupational therapist. The instrument is intended to provide a means of interdisciplinary collaboration for screening purposes. Results of the screening are then utilized to refer a student/client appropriately for indepth assessment.

While the NILS Screening Instrument has specificially been designed for utilization with sensory impaired adults, individuals having other disabilities were also included in the field test population of the NILS Assessment Instruments. Thus, the NILS Screening Instrument, derived from the NILS Assessment Instruments, may be used in many types of settings with clients who have one or more of a variety of handicapping conditions.

Content

The National Independent Living Skills Screening Instrument consists of seven independent living skills sections. A unique feature of this tool is that each item has been ranked according to the Index of Supervision Levels (Appendix A). Thereby, the results of the instrument profile a client's current functioning level for each specific independent living skill section and general overall performance on the screening. A brief description of the seven sections is provided below:

HEALTH/HYGIENE: The HEALTH/HYGIENE section contains 24 items with a possible section score of 93 points.

FAMILY RESPONSIBILITY: This is a 22 item section with a possible section score of 72 points.

MONEY MANAGEMENT: The MONEY MANAGEMENT section has 34 items for a possible section score of 122 points.

COMMUNITY AWARENESS: This section is composed of 31 items with a section score of 119 points.

LEGAL AWARENESS: The LEGAL AWARENESS section incorporates 28 items for a possible section score of 116 points.

SOCIAL/INTERPERSONAL: This section contains 11 observation items and has a possible section score of 33 points.

MALADAPTIVE BEHAVIOR: This section lists 12 observation items for a possible section score of 36 points.

So, the NILS Screening Instrument has 162 items with a total possible score of 590 points.

DEVELOPMENT

Review of the Literature

Independent living skills training has been shown to be an integral part of the successful rehabilitation of disabled clients (Lockett, 1980). Over the past 10 years the independent living movement has been marked by the growth of community-based resources, by the passage of the 1978 Amendments to the Rehabilitation Act of 1973 (P.L. 93-112), and by the gradual refinement and specification of the concept of independent living (Petal, 1980). Title VII of the 1978 Amendments to the Rehabilitation Act for 1973 authorized the establishment of a program for independent living rehabilitation. The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978 (P.L. 95-602) defined the purpose of the independent living skills program as helping severely disabled persons to improve significantly either their ability to engage in employment or to function independently in their family or community.

Although the concept of independent living and the types of services involved in the provision of independent living skills programs have been defined (Pflueger, 1977; Petal, 1980; Rice & Roessler, 1980), little information addressing specific skills training is available. According to Woodrick (1980) ". . . education and rehabilitation centers throughout the nation are left to their own discretion on how independent living skills should be presented and taught to severely impaired clientele. The large majority are probably developed through trial-and-error methods. The outcome of these efforts is presently not known" (p. 1). Muzzio (1980) indicated that the following problems present barriers to the success of independent living training programs: the lack of experience in providing independent living skills services to severely disabled clients, the diversity and multiplicity of the needs of the population, and the limited financial resources available for this purpose.

If service providers are to facilitate and encourage a disabled individual's potential for managing his/her own affairs, for participating in day-to-day life in the community, for fulfilling a wide range of social roles and for minimizing physical or psychological dependence on others, the training of independent living skills becomes of paramount importance. Results of a current national survey (Iceman & Dunlap, In Press) found inconsistency in the evaluation and training of independent living skills. A lack of valid assessment instrumentation was evident, and respondents repeatedly acknowledged the lack of effective instructional materials.

The primary goal of the National Independent Living Skills (NILS) Project was to develop a comprehensive evaluation procedure and curriculum resource for seven areas of independent living skills: health/hygiene; family responsibility; money management; community awareness; legal awareness; social/interpersonal skills; and maladaptive behavior. An underlying premise of the NILS project was that evaluation should proceed from screening to indepth assessment. Information derived from the assessment process would then translate into training objectives. These principles are basic to the design of the National Independent Living Skills Screening Instrument.

Methodology

An initial step in the development of the National Independent Living Skills Project procedure was to determine the current state of the art in evaluation of independent living skills. Two methods of compiling information were utilized: site visits to exemplary independent living skills programs for the sensory impaired and a nationally distributed survey questionnaire. Conclusions from the data generated by the site visits and the survey revealed a lack of valid assessment tools for the sensory impaired and a lack of evaluation tools which specifically addressed the seven areas designated in the NILS project objectives.

Prior to outlining the development process for the screening instrument, the project staff defined principles to be considered in the design and function of the instruments. The following lists the assumptions basic to the purpose and utilization of the NILS Screening Instrument:

- The screening instrument should be broad in scope and valid for national distribution.
- The results of the screening should provide personnel with information specific to the assessment and instructional needs of the client.
- The screening should:
  1. include the broadest possible sampling of independent living skills for each of the seven major areas;
  2. assess the abilities of blind/visually impaired persons and deaf-blind individuals without penalty for visual deficits;
  3. assess the abilities of deaf/hearing impaired persons and deaf-blind individuals without penalty for language/communication deficits;

4. be nonthreatening to adults;

5. permit simple and objective scoring; and

6. communicate findings meaningfully in order to facilitate follow-up independent living skills instruction.

- Independent living skills are the same for all persons, handicapped and nonhandicapped.

- Independent livng skills constitute a continuum of skills; people lie on this continuum at different levels. Independent living skills are not just applicable to low functioning people.

- An interdisciplinary approach provides an opportunity to 'pool' professional expertise to more effectively address the needs of any one individual.

Development of the Screening Items

The primary purpose of the NILS Screening Instrument is to screen an individual's current skill level and knowledge base for each of the seven independent living skills areas and to indicate by a profile, the relationship of his/her functioning to a continuum of six supervision levels found in alternative living environments. Results from the screening can be utilized to identify and prioritize general independent living skills areas that require indepth assessment and training. The items on the NILS Screening Instrument were derived from the NILS Assessment Instruments. A detailed description of the process involved in the design of the NILS Assessment Instruments can be reviewed in the development section of the manual National Independent Living Skills Assessment Instruments and Curriculum Guide(Vol III).

The goal in determining the items for the screening instrument was to identify and select those variables that would best place an individual in a living level, I - VI. Discriminant analysis was utilized to select items. The first step was to run discriminant analysis by individual subsections from all seven of the NILS Assessment Instruments. Therefore, subsections such as 'Basic Rights', 'Child Care', 'Money Identification' were processed individually. The discriminant functions were analyzed on the basis of groups. Groups for the analysis were established by utilizing the levels of independent living. The levels were determined by ranges of scores for each subsection within an instrument. These ranges of scores can be found in Appendix C of the NILS Assessment Instruments manual.

From this analysis, 5 -15 items which accounted for the greatest amount of variance between the levels were selected from each subsection. The number of items chosen varied according to the length of the subsection. For example, from 'Checking' five items were selected. Longer subsections such as 'Community Information' yielded 15 items from the discriminant analysis. Once the initial discriminant analysis was complete the items selected for each subsection of an individual instrument were 'pooled' in order to conduct a second discriminant analysis. Therefore, all items from "Health/Hygiene" or "Community Awareness", etc. were consolidated and analyzed for their respective independent living skill instrument. For this analysis, groups by living level were established by using total instrument scores as opposed to subsection scores. One hundred sixty-two variables (items) remaining in the analysis after the final step were considered the items that would represent the screening items for that independent living skill area.

Using the 162 variables from the discriminant analysis, a classification analysis was performed. Each case was classified into a living level using the discriminating variables. The results of this grouping was then compared to the orignial classification using the instrument score. The following illustrates the results of this study:

SECTION	% of "Grouped" Cases correctly classified
HEALTH/HYGIENE	90
FAMILY RESPONSIBILITY	82
MONEY MANAGEMENT	95
COMMUNITY AWARENESS	91
LEGAL AWARENESS	93
SOCIAL/INTERPERSONAL	76
MALADAPTIVE BEHAVIOR	88

This data reveals, for example, that the items in the "Health/Hygiene" section of the NILS Screening Instrument will correctly classify an individual into a Level I-VI in 90% of the cases.

Once the screening items were identified for each section of the NILS Screening Instrument the items were then ordered hierarchially from least to most difficult to perform by examining the number of individuals who could perform each task. That is, the larger the number of field test participants who could answer/perform a particular item, the "easier" that item was considered to be. Conversely, the fewer the number of individuals who could answer/perform a particular item, the "more difficult" that item was considered to be.

A final step in the development of the screening items was to assign points to each item to make it possible to obtain, by Supervision Levels I - VI, scores for each section and for the total screening instrument. Points were assigned as described below:

1. For the observation items rated by "Unable" (U), "Physical Prompt" (PP), "Verbal/Total Communication Prompt" (VP), and "Independent" (I) - These points were assigned as '0', '1', '2','3', respectively. Therefore, a person demonstrating a greater degree of independence received a higher score.

2. For the interview items, the points given to an item corresponded to the Supervision Level assigned to that item. Thus, if an item was ranked a Level III, any individual who correctly responded to the question would receive 3 points. Again, any individual who was able to correctly answer the more difficult items received a higher score.

3. For the "Social/Interpersonal" and "Maladaptive Behavior" Checklists, the observation items were rated according to frequency of occurrence as (1) "No Opportunity to Observe (N.O.)", (2) "Consistently" (CON), (3) Occassionally (OCC), and (4) "Infrequently/Never (I/N)". For the "Social/Interpersonal Checklist" the points assigned were '0', '3', '2', '1', respectively.

   For the "Maladaptive Behavior Checklist" the order of the points was reversed to '0', '1', '2', '3'. An individual who demonstrated positive behaviors on a frequent basis, thus, received a higher score.

Once the value of points was assigned, the maximum number of points for each of the six living levels was calculated for each section and then a total possible score was computed for the screening instrument. This information is presented in Appendix C. These scores constitute the "instrument scores" utilized to identify a client's level of functioning from the screening instrument. From Appendix C one can determine the range of points that constitutes Level I - VI for each section and for the total score on the screening instrument. For example, on "Health/Hygiene", an individual whose score falls within the range of 6-20 points would be considered to be functioning at a Level III environment. For that same section a score within the range of 64-93 points would constitute a Level V supervision level.

Reliability and Validity

One weakness of the NILS Screening Instrument is the lack of reliability information. Due to time constraints of the NILS Project grant, staff were unable to initiate efforts to establish test-retest reliability and inter-rater reliability . The project staff recognize the need for this information and regard it as potential material for future research efforts. In addition, the project staff were interested in conducting analyses to produce concurrent validity for the screening instrument. These efforts were restricted by the fact that we were unalbe to locate an alternative instrument that would begin to compare in scope and sequence to the NILS Screening Instrument in order to conduct this type of validity study..

ADMINISTRATION PROCEDURES

GENERAL DIRECTIONS

Effective administration of the NILS Screening Instrument requires careful planning and implementation of the screening process. Thorough familiarity with the manual and the recording form, advanced preparation of the physical setting and equipment, realistic scheduling of clients and areas, consideration of communication modes specific to each case and the ability to establish rapport with the individuals to be screened are essential to the process.

Screener Qualifications

The NILS Screening Instrument is designed to be administered by personnel, such as rehabilitation teachers, vocational evaluators, social workers, recreation specialists, independent living skills instructors, etc., but this does not preclude nurses, residential staff or other personnel from the evaluation process. Regardless of the screener's background, the following qualifications are necessary for effective utilization of this instrument:

1. No specialized training or credentials are needed prior to administration of the NILS Screening Instrument. However, a working knowledge of the standards for administration and interpretation of various standardized testing procedures is required. Familiarity and practice with the mechanics of the screening instrument will enhance the screener's feelings of self-confidence and enable the screener to concentrate on the client rather than the manual.

2. This instrument was designed to be administered by personnel who are most familiar with a student's/client's performance in each of the independent living skills areas, for example, a residential staff person may be the most qualified to administer the Health/Hygiene section of the instrument. A social worker may be the most appropriate person to administer the Community Awareness section. If the staff person who is responsible for administering the screening is different from the individual most familiar with the client, these persons should collaborate in a joint interview or observation period to insure the validity of the screening information.

3. Proficiency in the client's primary mode of communication and language skill level is crucial. Use of an interpreter is advisable in situations when understanding by the deaf/hearing impaired client is questionable. Please refer to the "Special Considerations" section for specific administration guidelines for sensory impaired persons.

Intended Population

The NILS Screening Instrument was specifically developed to be used with individuals sixteen years of age or older who have a primary disability of deafness/hearing impairment, blindness/visual impairment or who are deaf-blind. While specifically intended for use with adult sensory impaired individuals, it is, first and foremost, a screening of abilities basic to independent living skills and those independent living skills are the same for all persons, with or without handicapping conditions. Personnel who are working with younger adolescents may also find the scope and content of this tool appropriate to their needs. The NILS Assessment Instruments were field-tested with individuals with other types of disability in addition to, and exclusive of, sensory impairment. Since it has been directly derived from the assessment instruments, the screening instrument may be useful in a variety of settings with clients who are not sensory impaired, e.g., the developmentally disabled.

Equipment

The materials and equipment required for administration of the NILS Screening Instrument are listed by area in Appendix B of this manual (Volume II). Most of the items are commonplace objects which are readily available and relatively inexpensive.

Instrument Format

The screening instrument utilizes two formats: observation and student/client interview. Observation calls for the screener to directly monitor a student's/client's performance of specific activities over a given amount of time. These activities should be observed during the student's/client's daily routine whenever possible. Simulated situations should be used only when unavoidable. In instances where a screener is unfamilar with a student's/client's routine performance, an observation period of four weeks is suggested.

The second format utilizes an interview process with the student/client. The student/client responds with his/her decision of the action to be taken or with information specific to each question/situation. For each of the independent livng skills areas, the observation items are presented first in the manual with the interview items following.

Recording Form

The recording form lists, by columns, an abbreviated version of each item for each section for the instrument. The appropriate rating scale heads a second column of corresponding point values adjacent to each item. Once an item has been administered, the screener circles the point value under the appropriate rating of the client's performance. The numerical total for each section should be recorded in the box provided at the end of that section. These section totals are then to be transferred to the last page of the recording form to obtain a total score.

The final page of the recording form provides a color-coded bar graph which serves as a profile of the supervision levels for each of the independent living skills areas. Once the section totals have been transferred to this page and added to determine the total score, the screener plots the student's/client's score for each section and for the total score within the appropriate range of points on the labeled bar graph columns. The color-coded graph allows the screener to interpret the client's current functioning level for each section and for the total score on the independent living skills screening instrument.

Rating Procedures

Three methods of rating a client's performance or knowledge level are utilized in the NILS Screening Instrument. A laminated copy of these scales is provided in the back of the manual for easy reference and use by the screener. Any one section may utilize more than one rating scale. The screener(s) should become familiar with all of the rating scales prior to administration of any item.

Rating Procedures for Observation/Performance Items:

The first rating format to be defined is used with the observation items found in these sections:

Health/Hygiene
Family Responsibility
Money Management

The observation items are presented in hierarchial order according to the degree of difficulty from least to most difficult. Each item requires the screener to rate the student's/client's performance with one of four descriptors: (1) Unable to Perform, (2) (Requires) Physical Prompts, (3) (Requires) Verbal/Total Communication Prompts and (4) Independent. The screener will notice that in the manual each item was assigned a rank of Levels I - VI correlating to the Supervision Index (Appendix A). The screener should not be concerned with these assigned living levels during the administration process.

The observation items should be completed by the screener(s) after he/she has monitored the student's/client's ability to perform the task on a routine, daily basis. Simulated situations should be used only when unavoidable.

The four-point rating scale is defined as follows:

1. Unable to Perform (U): The client does not exhibit the desired behavior or approximates the desired behavior only with hand-over-hand/manual guidance. The client exhibits little or no concept of the task involved.

   If a program/agency, does not provide opportunities for the student/client to practice or demonstrate particular skills (e.g., cooking, cleaning, making change, etc.), the student's/client's performance should be rated "Unable to Perform (U)" for these respective screening items. It is safer to assume that a client who has no opportunity to practice a particular skill would need training in this skill than to assume otherwise.

2. Physical Prompt (PP): The student/client exhibits some experience with and knowledge of the task involved but the student's/client's performance approximates the desired behavior only when physical prompting (touching for the purpose of directing attention, stabilizing body parts or materials, or demonstration of desired behavior) and verbal/total communication prompting are utilized.

3. Verbal/Total Communication Prompt (VP): The student/client exhibits the desired behavior but verbal/total communication prompting (speech, gestures or sign language for the purpose of redirecting attention, definition of words, repetition of

instructions, simplification of language, or providing positive/negative feedback) is necessary for the performance criteria to be met.

Please Note: To assist in clarification of "prompting", the following examples are offered:

Physical Prompts, e.g., touching student's/client's elbow to help initiate movements in lifting a cup to his/her mouth; placing student's/client's hand on open pants and pushing his/her hands downward to help initiate movement in lowering pants for toileting; etc.

Verbal Prompt, e.g., "That's good, what do you do next?", "You've done the first step. What do you do next?"; etc.

4. Independent (I): The student/client performs the desired behavior and the behavior occurs routinely without physical or verbal/total communication prompting. If the nature of a student's/client's disability prohibits performance of the desired behavior, but the student/client initiates and directs another individual through the performance of the skill, it is considered to be independent performance.

You will notice that a limited number of items throughout the assessments have an asterisk(*) placed in the margin. These items have been identified as not applicable to certain segments of the population, e.g., "Cares for menstrual hygiene" obviously does not apply to men. On items with asterisks the screener should rate the client's performance as Independent (I) if the item is not applicable for that particular student/client.

Rating Procedures for Interview Items:

A second rating scale is utilized with items requiring student/client interview. Interview items are found in the following sections:

Health/Hygiene
Family Responsibiliy
Money Management
Community Awareness
Legal Awareness

"Screener Says"	Sample Response	Yes	No	Level
"A hypothetical situation is written in quotes for the evaluator to present to the client."	The sample response column lists one or more appropriate responses for the student	___	___	II

The items are listed in hierarchial order according to the degree of difficulty from least to most difficult. Additionally, each item has an assigned living level listed in the right-most column of the manual.
The screener should not be concerned with the living level of the items during the administration process. Prior to administration of any interview item, the screener should prepare the student/client by explaining that questions and/or imaginary situations will be presented to him/her one at a time. The student/client must understand that he/she is to: (1) answer each question

and/or (2) imagine that he/she is in the hypothetical (pretend) situation and decide what he/she would do in that situation. Once the instructions have been given to the student/client, the screener may wish to have the student/client restate the instructions to insure that the client understands the process. The student/client may have to be reminded of these instructions periodically.

Once the instructions have been clearly communicated, the screener can begin to present the items. The screener will describe/demonstrate each question/situation one at a time to the student/client. The screener then waits for the student/client to respond/demonstrate one or more of the appropriate solutions. Please note that many situations afford a variety of solutions; answers may vary as long as the basic concept remains intact. If the student/client is able to respond with any of the appropriate solutions listed, the administrator should circle the points under the "Yes" column for that item on the recording form.

Interview items may require probing by the examiner to clarify and/or expand the client's response(s). Probing should not be confused with prompting. Prompting serves the purpose of guiding or directing the client's response. Probing merely encourages the client to further explain his/her response.

If the student/client is unable to respond or responds with a solution that is not equivalent to any of the sample responses, the examiner should circle the '0' under "No" section for that item on the recording form. If the student does not respond to the situation, the examiner should attempt to describe the situation utilizing alternative language levels/ communication modes including mime, gestures, etc. If repeated attempts to describe the situation fail to elicit a response, the examiner should circle the '0' for "No" following the item. If the student begins to display frustration due to his/her inability to answer several situations, the examiner may wish to discontinue administration of the instrument.

Notice that a limited number of items throughout the screening have an asterisk(*) placed in the margin. These items have been identified as not applicable to certain segments of the population, e.g., "Care of contacts/ glass. ...," does not, necessarily apply to a deaf individual. On items with asterisk (only) the screener should circle the number in the appropriate "Yes" column if the item is not applicable for that particular client.

Rating Procedures for the "Social/Interpersonal" and "Maladaptive Behavior" Checklists:

A different four-point rating scale is used to score a student/client's performance/behavior on the "Social/Interpersonal" and the "Maladaptive Behavior" sections of the screening instrument. These observation items are presented in hierarchial order according to the degree of difficulty from least to most difficult. Each item requires the screener to rate the student's/client's performance with one of four descriptors: (1) No Opportunity to Observe, (2) Consistently, (3) Occasionally and (4) Infrequently/Never. The screener will notice that in the manual each item was assigned a rank of Levels I - VI correlating to the Supervision Levels (Appendix A). The screener should not be concerned with these assigned living levels during the administration process.

The observation items in the "Social/Interpersonal" and "Maladaptive Behavior" sections should be completed by the screener(s) after he/she has monitored the student's/client's ability to perform the tasks on a routine, daily basis.

This second four-point rating scale is defined as follows:

1. No Opportunity to Observe (N.O.): During the course of a student's/client's program/training, staff have not had the opportunity to observe this behavior.
2. Infrequently/Never (I/N): The client seldom or never demonstrates this behavior.
3. Occasionally (OCC): The client demonstrates this behavior, but it does not occur routinely, i.e., the client performs the behavior but the behavior does not occur on a regular basis in his/her routine activities.
4. Consistently (CON): The client regularly demonstrates this behavior in his/her routine performance, i.e., the client almost always exhibits this behavior in his/her regular activities.

Special Considerations

Administration to Hearing Impaired/Deaf Individuals

One major objective in the design of the NILS Project instruments was to develop material sensitive to the needs of hearing impaired/deaf individuals. Traditionally many assessment tools have been inappropriate for this population due to the lack of normative data, strict standardization and administration requirements regarding language and/or test dependence on reading skills.

There is a wide range of communication and language skills among the hearing impaired population. Furthermore, there is not one communication system that can be utilized consistently with all hearing impaired persons. It is of critical importance in the administration of the interview items of the NILS Screening Instrument that the screener direct primary attention to assessment of the student's/client's knowledge base. The screener is not evaluating the client's ability to understand/use the screener's mode of communication and language level nor the evaluator's ability to understand/use the client's mode of communication and language level. It is crucial that the interview process does not interfere with or take precedence over assessing the student's/client's skill level. Because of the necessity of using appropriate administration procedures with the hearing impaired, the following guidelines for administration of the NILS Assessment Instruments to hearing impaired/deaf clients are important to accurate assessment:

1. Any screener working with hearing impaired/deaf students/clients, in addition to having an understanding of the psychosocial aspects of deafness, should be familiar with the regional/local/cultural differences that affect communication within this population.
2. Prior to administration of the screening, each student/client should be evaluated to determine his/her primary mode of communication and language skill level.
3. Selection of a screener, in addition to the professional's familiarity with the student/client and with the particular independent living skills to be assessed, should be based upon demonstrated competency in the client's primary mode of communication and language skill level. In the event that the screener is not competent in the student's/client's primary mode of communication and/or language skill level, utilization of a certified interpreter for the deaf should be considered.
4. If an interpreter is utilized, it is recommended that the screener become familiar with the code of ethics for interpreters and the parameters of that role as well as the certification levels governed by state and national organizations. An interpreter should not be expected to administer the screening but should serve as a "tool" which the evaluator uses to facilitate understanding for the client and, thus, to elicit optimal performance. Prior to administering the instrument, the potential screener and interpreter should review the instrument to make notations about alternative methods of communicating each item so as to best accommodate the language level of the hearing impaired person without changing the intent of the screening tasks.

5. During the screening, the examiner is allowed to "probe" to elicit from the client further clarification of his/her response. A deaf individual may react with what seems to be an unusual or "wrong" answer. However, if the screener probes or questions that response because of an understanding of the cultural aspects of deafness, an acceptable explanation may be elicited that clarifies the initial response. For example, if the situation presented is "You are out of work. You want to find a job. Where could you go for assistance in finding a job?" A deaf individual may respond with "to my minister". With probing, "Why go to your minister?", the client might explain that the minister assists/interprets for people going to the employment office to look for jobs. Therefore, his/her response is appropriate.
6. If the screener senses frustration on the part of the student/client, the assessment should be discontinued. Additionally, the screener must be in touch with his/her own frustration level and continually monitor whether or not the communication process is functioning at an optimal level. In any event, the screener must be willing to stop the evaluation if such extraneous factors might alter the validity of the client's screening.
7. Refer to the NILS Curriculum Guide "Special Considerations/ Adaptations for the Hearing Impaired/Deaf", for further suggestions.

Administration to Visually Impaired/Blind Individuals

Another major objective in the design of the NILS Project instruments was to develop material sensitive to the needs of visually impaired/blind individuals. Traditionally, many assessment tools have also been inappropriate for this population due to the lack of normative data, strict standardization and administrative procedures, and/or test dependence on visual skills. There is a wide range in learning styles among the visually impaired/blind population. Furthermore, there is a vast range of differences in their experiential backgrounds and, thus, in levels of concept and language development. For example a congenitally blind person may use, or appear to understand, words/concepts that he may not actually comprehend because of limited real-life experiences. Because of the necessity of using appropriate administration procedures with the visually impaired, the following guidelines for administration of the NILS Screening Instrument to visually impaired/blind persons are important to successful evaluation:

1. Prior to administering the screening, the examiner should review the directions to make notations about alternative methods of communicating each item so as to best accommodate the conceptual abilities of the visually impaired student/client without changing the intent of the screening tasks.
2. Occasionally the screener may encounter a blind client who becomes confused or distracted by words such as "look, see," etc. If this problem should arise, the screener may change the wording, taking care to maintain the basic intent of the item(s).
3. During the screening process, the examiner must take care not to overload the student's/client's processing abilities with excessive verbal input within too short of a time period. Some blind individuals may require extra time to assimilate and process sensory impressions before he/she is able to respond or perform optimally.

3C

4. The safety of the client must be considered a priority throughout the screening process. It is essential that the client be given adequate opportunity and assistance to become oriented to an unfamiliar environment in order to assure optimal performance on all tasks. Hill and Ponder (1976) describe "self-familiarization" and "sighted guide" techniques which may be used by the screener prior to and during the screening.

5. Refer to the NILS Curriculum Guide, "Special Considerations/Adaptations for the Visually Impaired/Blind", for further suggestions.

Administration to Deaf-Blind Individuals

Another major objective in the design of the NILS Project instruments was the development of material sensitive to the needs of deaf-blind individuals. As with the hearing impaired/deaf and visually impaired/blind, few assessment tools have been appropriate for the deaf-blind population. The screener must maintain an awareness of the tremendous impact that the combination of auditory and visual deficits has upon the functioning abilities of an individual.

The following guidelines for screening of deaf-blind individuals, in addition to those previously suggested for the visually impaired/blind and hearing impaired/deaf, are important for successful administration of the NILS Screening Instrument:

1. Utilize whatever residual vision/hearing the student/client may have.

2. Provide consistency in the way cues are given. Present language cues that are simple and clear.
3. Allow additional time for the student/client to "Braille" the evaluator's demonstration of tasks.
4. Refer to the NILS Curriculum Guide, "Special Consideration/Adaptations for Deaf-Blind and Multihandicapped Sensory Impaired", for further suggestions.

NATIONAL INDEPENDENT LIVING SKILLS
SCREENING INSTRUMENT

ITEM	U 0	PP 1	VP 2	I 3
A. HEALTH/HYGIENE SECTION				
Given a period of observation by residential staff, the student demonstrates the ability to perform the following tasks in maintaining good personal hygiene and grooming:				
1. Clean and trim nails	__II	__II	__III	__IV
Given a period of observation, the student consistently uses socially-acceptable eating skills at mealtimes as evidenced by the ability to:				
2. Drink from glass/cup without spilling/leakage	__II	__II	__III	__IV
3. Use napkin appropriately	__II	__II	__III	__IV

	YES	NO	LEVEL
4. Given pictures and/or drawings of the safety sign "Stop" from the community, the student describes and/or demonstrates the purpose of that sign:	___	___	II
Given a period of observation, the student practices a regular personal hygiene and grooming routine as evidenced by maintaining a socially-acceptable personal appearance according to the following criteria:			
*5. Women: Absence of menstrual "accidents"	___	___	III
6. Given a medical form with the question of "previous surgery", the student completes the form accurately or responds correctly to verbal/signed questions, directing another person to complete the form: (The examiner must compare the response to the individual's medical records at a later time to verify the accuracy).	___	___	III

Health/Hygiene Section

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
*7.	The student demonstrates the ability to correctly and independently use and maintain a hearing aid, if applicable, to the satisfaction of appropriate personnel, e.g., nurse, audiologist, etc.		___	___	III
8.	"Your friend wants to have sex with you. You don't want to have intercourse. What should you do?"	Refuse	___	___	III
9.	"You are barefoot, and you step on a rusty nail. The nail goes in your foot. There is no bleeding. What can you do?"	Clean wound thoroughly with soap and water; After washing, clean with 3% hydrogen peroxide; Contact M.D for advice regarding care and possible tetanus shot; keep wound clean, but not tightly wrapped/bandaged	___	___	IV
10.	"You get headaches occasionally. What can you do?"	Aspirin/acetimenophen may help; Nothing; Relax muscles in neck, jaw, and scalp by massage, gentle stretching, activity change, etc.	___	___	IV
11.	Given sample drug labels, the student correctly defines the term "Not to be taken internally".		___	___	IV
*12.	The student demonstrates the ability to correctly and independently use and maintain contact(s)/glasses, if applicable, to the satisfaction of appropriate personnel, e.g., nurse, optometrist, etc.		___	___	IV

Health/Hygiene Section

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
13.	Given pictures and/or drawings of the sign "Out of Order" from the community, the student describes and/or demonstrates the purpose of that sign.				IV
14.	"You are slicing vegetables. You cut your finger. Your finger bleeds a little. What should you do?"	Wash with soap and water, then rinse and dry; Apply pressure over cut till bleeding stops; Apply band-aid over cut after wound is clean and bleeding stops; Keep clean.			IV
15.	"You go to a movie alone. A man sits next to you. The man puts his hand on your knee. What should you do?"	Move; notify usher/ theater manager			IV
16.	"A woman is pregnant. Can she have intercourse?"	Yes, unless medically restricted			IV
17.	"There are many kinds of birth control. Tell me two or more kinds of birth control."	Abstinence; Rhythm Method; IUD; IUD; Diaphragm; Birth Control Pills; Tubal ligation; Vasectomy; Foams/Gels; Condoms			IV
18.	"What can happen to you when you use "street" drugs or misuse prescription drugs?"	Increased tolerance for the drug; Dependency on drug; Personality changes; Mental disorders; Death; Conflicts with the law; Damage to organs of the body			IV
19.	"The thermometer shows 100°. Is this fever?"	Yes			V

Health/Hygiene Section

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
20.	Given a medical form with the question of "previous seizures" the student will complete the form accurately or responds correctly to verbal/signed questions, directing another person to complete the form.	(The examiner must compare the response to the individual's medical records at a later time to verify the accuracy.)	___	___	V
21.	"You are babysitting for a child. The child vomits suddenly. You think the child drank some household cleaner. What should you do?"	Contact M.D./Poison Control and follow their directions; Carry bottle of suspect cleaner with child to M.D./emergency room; Carry sample of vomit with child to M.D./emergency room; Contact child's parents	___	___	V
22.	"Your neighbor is forty-five years old. Your neighbor has been having sex with your child. What should you do?"	Call local police; Take child to M.D.; Make an appointment at Mental Health Center for child and yourself; Call Crisis Center	___	___	V
23.	"Alcohol is a drug in liquor, beer, and wine. What does drinking too much alcohol do to your body?"	Can make you "sick"; Cause accidents by decreasing reaction time; Can make you "drunk" (decrease inhibitions); Cause depression/sedation	___	___	V

24.	"You ride to a party with a friend. You are leaving the party, and your friend is drunk. What should you do?"	Call a taxi; Ride with someone who is sober; Do not let your friend drive; Drive yourself if you are not drunk and are licensed to drive.	___	___	V

B. FAMILY RESPONSIBILITY SECTION

Given prior orientation to his/her environment and clear understanding of expectations regarding performance, the student will perform as follows during an observation period.

	U 0	PP 1	VP 2	I 3
25. Maintains soil free bed linens.	__II	__II	__II	__III
26. Turns lights on and off such that he/she practices energy conservation principles.	__II	__II	__III	__IV
27. Turns water off when not in use to practice energy conservation.	__II	__II	__III	__IV
28. Maintains environmental climate controls using energy conservation principles.	__II	_III	__III	__IV

Given adequate orientation to the environment, adequate instructions and a one-week menu that has been prepared by the instructor and written such that the student is required to utilize and demonstrate culinary skills with a variety of food stuffs, preparation styles, and storage styles, the following skills will be observed and recorded throughout the one-week period.

29. Washes both hands with soap and water prior to handling food or eating.	__II	__II	__III	__IV
30. Disposes of uneaten food scraps from dirty dishes in an appropriate manner using the garbage can.	__II	__II	__III	__IV

31. Opens pop-off-tops (e.g., glass coke bottles). __II __II __III __IV

32. Operates electric stove/burners in an appropriate and safe manner: __II __II __III __IV

33. Opens screw lids (e.g. mayonnaise jar) __II __III__III __IV

34. Locates checkout counter when shopping __II __III__III __IV

35. Waits for correct change, if necessary, when shopping. __II __III__III __IV

Family Responsibility Section

U	PP	VP	I
0	1	2	3

Given adequate orientation to equipment and environment, clear expectations regarding his/her performance, and the opportunity to observe the student's clothes care skills, the student will:

36. Load washing machine appropriately __II __II __III __IV

37. (If machine is coin operated) use the correct change __II __II __III __IV

Given adequate orientation to equipment and environment, clear expectations for performance, and the opportunity for observing the student's ironing skills, the student will:

38. Plug iron into electrical outlet __I __II __III __IV

39. Properly iron each article of clothing __II__III __III __IV

40. Use starch or mist correctly, if needed __II__III __III __IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
41.	"You ironed clothes this morning. You went to work. You forgot to turn off the iron. What might happen?"	It could start a fire.	___	___	III

Family Responsibility Section

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
42.	"You wake up at night. Your house is on fire. What would you do?"	Get everyone out of the house; Contact the fire department; Try, within reason, to put out the fire.	___	___	III
43.	"You are married. You decide you do not like your spouse. You want to be married to someone else. What must you do before you can get married again?"	Obtain counseling; Get a divorce	___	___	IV
44.	"When you change your baby's clothes, you find little bugs in your baby's hair and scalp. What would you do?"	Contact the doctor; Contact Public Health Department; Contact Pharmacist	___	___	IV
45.	"You own a house. You do not cut your grass. Your grass grows very high. What can happen?"	Your neighbor can file a complaint; Could be fined.	___	___	V
46.	"Children sometimes play with things, that they should not. You have small children. Where would you keep household cleaners, medicines and other poisons?"	Out of reach of the children; Locked up; Up high, etc.	___	___	V

C. MONEY MANAGEMENT SECTION

47.	Given a penny, the student will identify the coin by name.	___	___	II

Money Management Section

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
48.	Given a one dollar bill, the student will identify the bill by name.				III
49.	Given a penny, the student will identify the correct value of the penny.				III
50.	Presented three different groups of coin combinations less than or equal to values of 10¢ and under, (e.g., 8¢, 5¢, and 10¢), the student will identify the correct value of all three groups.				III
51.	Given three different situations requiring making change for $1.00 and under, the student counts the correct amount of change for each situation.				III
52.	The student does not/unable to maintain a personal checking account. (If the student maintains a checking account in some fashion the screener should circle the 'NO' response, if the student does not/is unable to maintain a checking account the screener should circle the 'YES' response).				III
53.	The student maintains a personal checking account with physical prompting.	(If the student does not maintain a checking account or maintains an account with verbal/total communication prompting or independently, the screener should circle the 'NO' response.			III
54.	Given a sample check, the student will appropriately identify a check and explain its purpose: "This is a check. What do you use it for?"	Pay money Pay for bills like money			III

Money Management Section

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
55.	The student is unable to/does not maintain a personal savings account.	(If the student maintains a saving account of any type the examiner should circle the 'NO' response. If the student does not or is unable to maintain an account, the screener should circle the 'YES' response).	___	___	III
56.	The student maintains a personal savings account with physical prompting	(If the student is unable to or maintains an account with verbal prompts or independently, the screener should circle the 'NO' response).	___	___	III
57.	Placed in a situation requiring the purchase of an item in a store, the student is able to wait for change.		___	___	III
58.	Presented three different groups of bills each equalling $50.00 and under, the student identifies the correct value of each group of bills.		___	___	IV
59.	The student maintains a personal checking account with verbal/total communication prompts	(If the student is unable to, requires physical prompts, or independently maintains a checking account, the screener should circle the 'NO' response).	___	___	IV

Money Management Section

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
60.	The student maintains a personal savings account with verbal/total communication prompts.	(If the student is unable to or requires physical prompts or independently maintains a savings account, the screener should circle the 'NO' response).	___	___	IV
61.	"Where can you establish a savings account?"	At a bank, Savings & Loan, Credit Union	___	___	IV
62.	"Why do people have savings accounts?"	To keep money safe; Earn interest on money; Plan for future spending	___	___	IV
63.	Given a sample bill, (i.e., power, telephone, gas, water) containing sufficient information, the student will correctly respond to the following question: "How much money must you pay on this bill?"	Minimum amount, Total amount (or student gives amount listed on the bill)	___	___	IV
64.	"What is insurance? What does insurance mean?"	Policies for coverage, protection; Security	___	___	IV
65.	Given three different situations requiring making change for $50.00 or more, the student counts the correct amount of change for each situation.		___	___	V
66.	The student maintains a personal checking account independently.		___	___	V

Money Management Section

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
67. "You want to buy a coat. You like two coats. One is 50% off the original price of $100 and the other is 30% off the original price of $100. Which coat saves you more money?"	50% off will be cheaper	___	___	V
68. Given a sample credit card, the student will indicate one or more of the appropriate answers to the following question:				
"This is a credit card. How is it used?"	Used to buy things instead of paying money at the time of purchase	___	___	V
69. Given a sample bill from a credit card, and this question relating to credit card bills, the student indicates one or more or the appropriate responses:				
"What is the finance charge?"	Monthly charge for deferred payment	___	___	V
70. Given the following question regarding credit, the student indicates one or more of the appropriate responses:				
"Why do people need to use credit?"	They do not have have enough money to pay for goods or services; To build credit record in their name	___	___	V

Money Management Section

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
	Given a sample paycheck and a stub showing payroll deductions, the student will indicate one of more of the appropriate responses to the following questions:				
71.	"What is gross pay?"	Money earned for working before any deductions are made	___	___	V
72.	"What is net pay?"	Money received for work after taxes, insurances or retirement is deducted	___	___	V
73.	"What is a tax?"	Money charged by government on income, sales, goods, property	___	___	V
	Given a sample Federal Income Tax Form, the student indicates one or more of the appropriate responses:				
74.	"What is a Federal Income Tax Form?"	A form to report income, deductions to IRS	___	___	V
75.	"Who can fill out (write) this form?"	Self, relatives, friends, professionial (i.e., H & R Block)	___	___	V
76.	"You forget to file income taxes or refuse to pay your taxes. What can happen?"	Can be fined; Sent to jail	___	___	V
77.	"What is an insurance policy?"	Description of the conditions and coverages of your insurance	___	___	V

Money Management Section

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
78.	"You refuse or do not pay for your insurance policy. What can happen?"	You can loose your coverage	___	___	V
79.	The student maintains a personal savings account independently		___	___	VI
80.	Given a sample paycheck and a stub showing payroll deductions, the student will indicate one or more of the appropriate responses to the following question:				
	"What deductions can be taken out of your pay check?"	Insurance, Taxes, Disability, Social Security, Retirement, Credit Union, Saving Bonds, Dues	___	___	VI

D. COMMUNITY AWARENESS SECTION

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
	Given a telephone/TTD, and the situations described below, the student will indicate one or more of the appropriate responses:				
81.	"You have a fire at your house. What number will you call for help?"	0, 911, Special TTD#, Fire Dept., Police Dept., or 1-800-855-1155	___	___	III

Community Awareness Section

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
Given pictures, drawings, and/or signs for the following types of community signs, service agencies and transportation services, the student describes and/or demonstrates the purpose of each:				
82. Police Car				III
83. Tickets				III
Shown pictures/slides of the following public information signs from the community, the student describes and/or demonstrates the purpose of each:				
84. Restroom				III
85. Open				III
86. In				III
87. Off				III
88. No Pets				III
89. Front				III
90. Rear				III
91. Handicapped Parking				III
92. "What is your address?"	(Examiner should check at a later time for correct response)			III
93. "You want to ride a bus or a taxi. Do you have to pay to ride a bus? Taxi? Train? On an Airplane?"	Yes			III
94. Given a name of an individual or a business listed in the telephone directory and the option of using the directory or information services, the student will obtain the correct number.				IV

Community Awareness

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
	Given pictures, drawings, and/or signs for the following types of community signs, service agencies and transportation services, the student describes and/or demonstrates the purpose of each:				
95.	Boarding pass				IV
96.	Parking				IV
97.	No Soliciting				IV
98.	"You will take a bus trip home. You must change buses. You need help to find the right bus. Who can help you?"	Bus Driver, Another passenger; Person at service desk			IV
99.	"You do not want to get pregnant. You do not have money to buy birth control (pills, condoms, diaphragms). Where can you apply for cheap birth control?"	Health Department; Family Planning; Planned Parenthood; Choose not to have intercourse			IV
100.	"Your friend falls from a ladder. Your friend does not wake up. You are alone. You cannot lift your friend. Your friend is heavy. What should you do?"	Call ambulance, doctor, police, neighbor			IV
101.	"You move to a big city. You must ride the bus to work. Where can you get the bus schedule?"	Bus Company, Transit, Authority, Bus Stop			IV

Community Awareness

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
102 .	"You would like to join a club (e.g., square dancing, boating, fishing, deaf, blind). Where can you find information on clubs offered in your community?"	Chamber of Commerce; Center for Independent Living	___	___	IV
103.	"You need a stamp for a letter. Where can buy a stamp?"	Post office, Stamp Machines	___	___	IV
104.	"You are in a car with friends. You are lost. You do not know where you are. How can you and your friends get directions?"	Stop and ask a pedestrian; Gas station attendant; A policeman; City Chamber of Commerce; Look on a map	___	___	IV
105.	"You need to buy a garbage can. Where would you buy one?"	Hardware store, grocery store, department store	___	___	IV
106.	Given a picture, drawing, and/or sign for "Customs", the student will describe the purpose of the sign.		___	___	V
107.	"You come home from work. You smell gas in your house. What would you do?"	Contact the Gas Company and/or Fire Department, Stay out of the house, Make sure your family is outside of the house; Open windows for ventilation; Check heater/stove; Don't use lighter or match	___	___	V

Community Awareness

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
108.	"You have a disabled child. Where could you apply for help in paying the child's medical bills (doctor's visits, etc.)?"	State Crippled Children's Services; Dept. of Welfare; Social Security Office	___	___	V
109.	"You are at work. You meet a hearing (non-hearing) friend. The friend cannot sign (uses sign language). How can your friend (you) learn sign language?"	Teach self, use interpreter, take a class	___	___	V
110.	"You look for a house or apartment. You do not have enough money to pay rent. You earn little money. You need low-rent housing. Where can you apply for low-rent (cheap) apartments or houses?"	Housing Authority, FHA, Veterans Administration	___	___	VI
111.	"You are looking for a job. You want to work for the United States Civil Service. How do you find listings on the Federal Registry for the Civil Service?"	State Employment Office; Courthouse; State Rehabilitation Office	___	___	VI

E. LEGAL AWARENESS SECTION

112.	Given a sample voting registration form to complete the student: Is unable to complete the form	(If the student is able to fill in a form with assistance or independently, the screener should circle the 'NO' response. The 'YES' response should only be circled if the student is unable to complete the form).	___	___	II

Legal Awareness

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
113.	"Name two reasons why we need policemen."	To help with people with non-criminal problems; To enforce laws; To protect the people	___	___	III
114.	"A policeman stops you. Should you run away?"	No.	___	___	III
115.	"The police find a person smoking marijuana (pot). What can happen?"	Fined; jailed	___	___	III
116.	"You commit a crime (e.g., rob, steal, kill, etc). The police come to your house to arrest you. Where will they take you?"	Jail, courthouse	___	___	III
117.	Given a sample voting registration form to complete, the student: Requires physical prompting to complete the form.	(If the student is unable to, or requires verbal prompts or can independently complete the form, the screener should circle the 'NO' response. The 'YES' response should only be circled if the student completes the form with physical prompts).	___	___	III
118.	"The law requires people to be a specific age to drive. A person should be how old to drive in (Use appropriate state)?"	16 (or appropriate age for state)	___	___	IV
119.	"The police stop a person for speeding in a car. What can happen?"	Get a ticket; Pay a fine; Get points on your driver's license.	___	___	IV

Legal Awareness

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
120.	"You are riding in the car with your friend. Your friend is driving very fast. You and your friend have been drinking. The police stop you. What could happen?"	Breath test; Ticket; Be arrested; Fined; Get a warning	___	___	IV
121.	"What is a lawyer?"	A professional who represents people in court; Helps settle legal questions, cases; An authority on laws/legal issues	___	___	IV
122.	"You have to go to court for an automobile accident. You need a lawyer. How will you find one?"	Telephone book; Friends; Relatives; Legal Aid Society	___	___	IV
123.	Given a sample voting registration form to complete the student: Completes the form with verbal/total communication prompting.	(If the student is unable to or requires physical prompts or independently completes the form, the screener should circle the 'NO' response. The 'YES' response should be circled only if the student completes the form with verbal/tc prompts.	___	___	IV
124.	"You are renting a house. You do not pay your rent for five months. Your landlard is angry. What can happen?"	Can be evicted; Forced to pay back rent	___	___	IV
125.	"A person steals a TV. The person offers to sell the TV to you for a cheap cost. Should you buy the TV?"	No	___	___	V

Legal Awareness

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
126.	"You did something wrong (e.g., stealing, robbery, murder). You go to court. Who decides what will happen to you?"	Jury, Judge	___	___	V
127.	"The law requires people to be a specific age to vote. A person should be how old to vote?"	18 years of age	___	___	V
128.	"You are tired and do want to go to vote. Can your friend vote for you?"	No	___	___	V
129.	"You rent a television from a company. One month later, the TV is stolen from your house. You have no homeowners's insurance. Who must pay for the TV?"	You (The person who signed the TV rental agreement)	___	___	V
130.	"You should always read a contract before you sign it. If you do not understand a contract, should you sign it?"	No	___	___	V
131.	"You move into a new apartment. You are required to pay $100 deposit for the apartment. You sign a lease/contract. The lease requires you to stay for twelve months. Two months later, you decide to move. Must the owner give your your deposit/money back?"	No	___	___	V
			___	___	V

Legal Awareness

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
132.	"You borrow money from the bank to buy a car. You must sign a paper promising that you will pay the bank $100 monthly until you pay off the car. You miss two or three payments. What can the bank do?"	Repossess the car; Charge over-due penalties	___	___	V
133.	"You order some dishes from a mail catalog. You send a check. Three months later, no dishes. What should you do?"	Contact the company; Contact bank about your check; Contact Better Business Bureau	___	___	V
134.	"You have a credit card. You receive your bill. You do not pay your bill for many months. Credit collectors began to write you and threaten to take legal actions against you. What could happen?"	Can be taken to court. and sued; Possible fine; Possible jail sentence	___	___	V
135.	"A policeman tells you to sign a confession. Are you required to sign the paper?"	No	___	___	VI
136.	"You receive a letter from the court house. The letter requests you to appear for jury duty. What should you do?"	Report for duty on appropriate day; File a request to cancel through the courthouse	___	___	VI
137.	Given a sample voting registration form to complete, the student:				
137.	Completes the form independently.		___	___	VI

Legal Awareness

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
138.	"You are blind (deaf/disabled). You graduate from college and get a teacher's certificate. You apply for several jobs and are continually not accepted. It seems you are not hired because you are blind. What can you do?"	File complaint with the Labor Relations Board; Contact Rehabilitation Counselor; State Representative of blind organization	___	___	VI
139.	"You are driving down the street and the police stop you. They throw you up against the car, pin you down and search the car. When they finsih, they tell you to 'watch out for yourself' and leave. What should you do?"	Get their name/badge numbers; Contact lawyer; File suit against the city	___	___	VI

F. SOCIAL/INTERPERSONAL SECTION

Given a period of observation, the student will be assessed by his/her case manager, instructional staff and/or residential staff, for evidence of the following behaviors, which, will be rated according to the four-point scale.

		N.O. 0	INFREQ'LY/ NEVER 1	OCCASIONALLY 2	CONSISTENTLY 3
140.	Offers greetings and farewells to others	___	___I	___II	___III
141.	Claims ownership only of items he/she rightfully possesses	___	___I	___II	___IV
142.	Takes turns willingly with others having same disability, e.g., deaf taking turns with deaf, etc.	___	___I	___II	___IV

Social/Interpersonal Section

		N.O. 0	INFREQ'LY/ NEVER 1	OCCASIONALLY 2	CONSISTENTLY 3
143.	Estimates own strengths and weaknesses realistically	___	___II	___III	___ IV
144.	Remains calm and accepts blame when justly blamed for errors in behavior/ performance	___	___II	___III	___IV
145.	Carries out daily routines of self-care, etc., or simple familiar tasks, without supervision	___	___II	___III	___IV
146.	Performs as promsied when agreement is made with others	___	___II	___III	___IV
147.	Responds appropriately when approached by others	___	___II	___III	___IV
148.	Accepts appropriate/ gifts from others in a friendly manner	___	___II	___III	___IV
149.	Displays sense of humor in appropriate situations with persons not proficient in the individual's primary mode of communication.	___	___II	___III	___V
150.	Offers compliments/ gifts sincerely, without intention of inappropriate attention-seeking, to others with same disability, e.g., deaf offers compliments sincerely to deaf, etc.	___	___II	___III	___V

G. MALADAPTIVE BEHAVIOR SECTION

Given a period of observation, the student will be assessed by his/her case manager, instructional staff and/or residential staff, for evidence of the following behaviors which will be rated according to this four point scale.

	N.O.	INFREQ'LY/ NEVER	OCCASIONALLY	CONSISTENTLY
	0	3	2	1
151. Displays/threatens acts of physical violence to self, e.g., suicidal threats, head-banging, self-induced vomiting, etc.	___	___III	___II	___II
152. Exhibits sexual body parts inappropriately in public.	___	___III	___II	___II
153. Displays/threatens acts of physical violence to property, e.g., setting fires, vandalism, abuse of agency equipment, etc.	___	___IV	___III	___II
154. Engages in gossip/teasing which is malicious/distressing to others.	___	___IV	___III	___II
155. Engages in homosexual activity indiscriminantly	___	___IV	___III	___II
156. Engages in delinquent behaviors, e.g., running away, stealing/suspected stealing, lying/cheating, etc.	___	___IV	___III	___II
157. Displays inappropriate/excessive physical contact toward others, e.g., excessive hugging, touching, etc.	___	___V	___IV	___II

Maladaptive Behavior Section

	N.O. 0	INFREQ'LY/ NEVER 3	OCCASIONALLY 2	CONSISTENTLY 1
158. Exhibits constant and/or excessive physical activity, e.g., restlessness, will not sit still, etc.	___	___VI	___VI	___II
159. Displays excessive anxiety when separated from family/significant other(s)	___	___IV	___III	___III
160. Exhibits excessive/ unrealistic fears, e.g., fear of new activities, fear of elevators, etc.	___	___ V	___ IV	___III
161. Disrupts others' activities for malice or attention.	___	___VI	___VI	___III
162. Uses excesssive profanity/obscene gestures.	___	___VI	___VI	___III

SCORING AND INTERPRETATION

Upon completion of the administration of the NILS Screening Instruument, the evaluator should turn to the back page of the recording form. Space is provided there to compute the total score, to plot the point distributions on a profile and to interpret the results of the screening.

To complete the scoring, each section total is first determined by adding the points circled for each item within the section. Place that total in the box at the end of the section as indicated in the example below:

LEGAL AWARENESS ASSESSMENT

	YES	NO
112. Unable to complete voter registration form	[✓ 2]	0
113. Policemen	[✓ 3]	0
114. Stopped by policeman	[✓ 3]	0
115. Marijuana	3	[✓ 0]
116. Arrested	[✓ 3]	0
117. Completes voter registration form with physical prompting	[✓ 3]	0
118. Legal driving age	4	[✓ 0]
119. Speeding	[✓ 4]	0
120. DUI	[✓ 4]	0
121. Defines lawyer	[✓ 4]	0
122. Locates lawyer	4	[✓ 0]
123. Completes voter registration form with verbal/total communication prompting	4	[✓ 0]
124. Doesn't pay rent	4	[✓ 0]
125. Stolen T.V.	5	[✓ 0]
126. Court	5	[✓ 0]
127. Legal voting age	5	[✓ 0]
128. Voting	5	[✓ 0]
129. Stolen rented T.V.	5	[✓ 0]
130. Contract	5	[✓ 0]
131. Housing deposit	5	[✓ 0]
132. Loan	5	[✓ 0]
133. Mail fraud	5	[✓ 0]
134. Doesn't pay credit card bills	5	[✓ 0]
135. Confession	6	[✓ 0]
136. Jury duty	6	[✓ 0]
137. Completes voter registration form independently	6	[✓ 0]

138. Job discrimination	6	0
139. Police brutality	6	0
Legal Awareness Total	26	

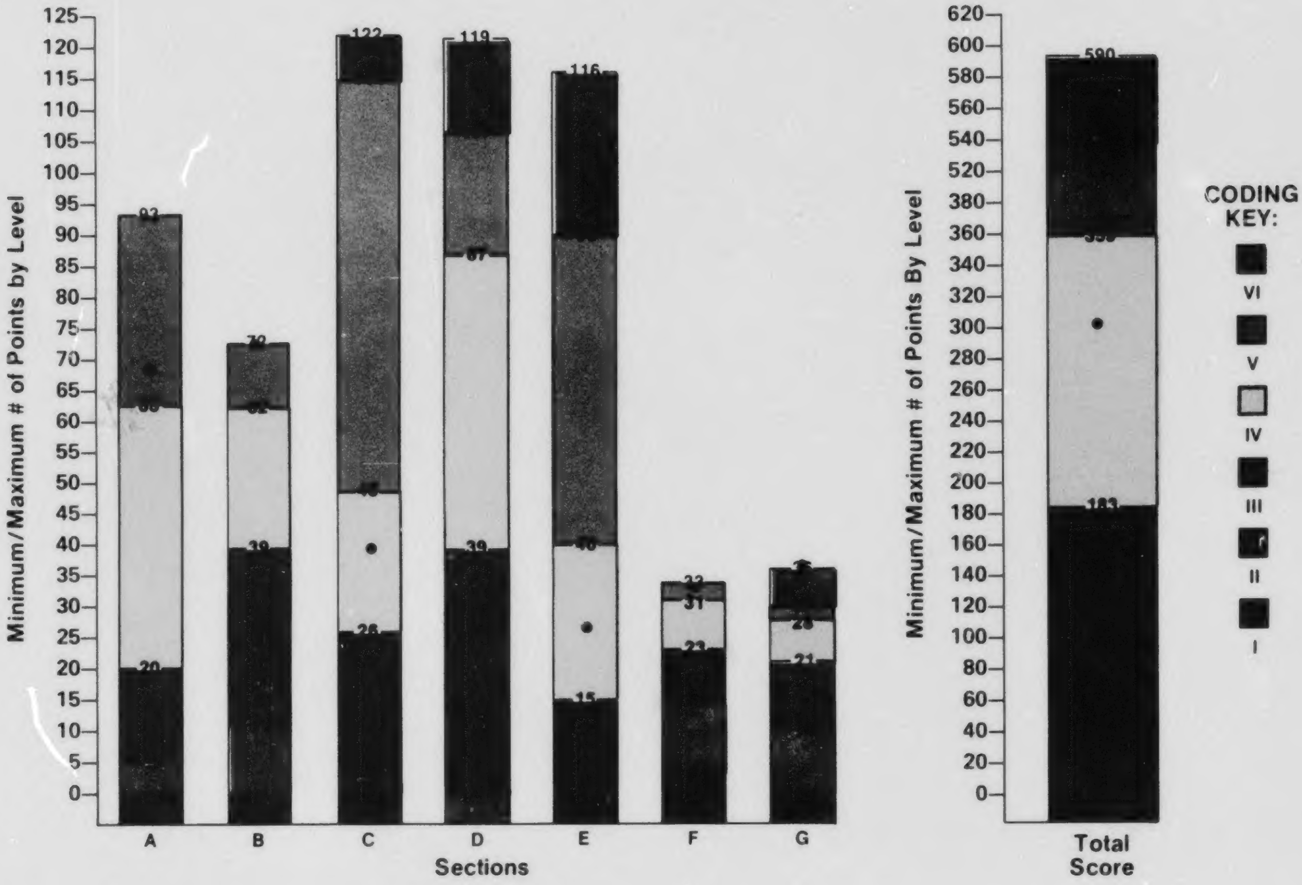
When all section scores have been computed, these scores should be transferred to the last page of the recording form in the "Scoring" section in the appropriate spaces. They are then added to determine the client's total score for the independent living skills screening. A sample form is included below to clarify scoring instructions.

SCORING

SECTION TOTAL	SUBSECTION
68	A. Health/Hygiene
72	B. Family Responsibility
39	C. Money Management
25	D. Community Awareness
26	E. Legal Awareness
32	F. Social/Interpersonal Skills
36	G. Maladaptive Behavior
298	NILS Screening Instrument Total Score

Results of the client/student's performance are based on the total number of points scored on the screening and the sections among which points were distributed. Once the section scores have been added to compute the total score, each of the section totals and the total screening score are "plotted" within the appropriate range of points on the labeled bar graphs provided on the recording form.

Continuing with the scoring example utilized previously, please refer to the graph below to examine how the scores are plotted:



A student/client's performance is interpreted by matching the assigned range of each plotted score to the color coding key. These colors correspond to the following living levels (Appendix A):

Blue = Level I
Green = Level II
Orange = Level III
Yellow = Level IV
Red (Pink) = Level V
Purple = Level VI

By matching the color of the point range within which a particular subsection or total score falls to the key, the level of supervision for each section and for the entire screening can be determined. The corresponding Roman numerals are then transferred to the appropriate spaces on the recording form.

From the example depicted by the previous graph the following interpretation can be made, as on this sample recording form:

INTERPRETATION

Match the color of the point range in which each section score and the total score are plotted to the coding key to obtain the Level of Supervision for each. Then transfer each Roman numeral to the corresponding spaces below.

SECTION	A	B	C	D	E	F	G	TOTAL SCORE
LEVEL	V	V	III	III	IV	V	VI	IV

The Level of Supervision obtained on the sections of this screening indicate the client's relative strengths and weaknesses on the component tasks of independent living.

The client's total score on this screening indicates that he/she demonstrates a general performance/knowledge of independent living comparable to individuals who may successfully function in a Level IV environment.

Analysis of the results of this assessment indicates that this student/client demonstrates a general performance/knowledge of independent living skills that may be acceptable for a Level IV (General Supervision) living environment. Review of the individual section levels also reveals this student's/client's relative strengths and weaknesses on the component sections. In this case, the sections of (A) "Health/Hygiene", (B) "Family Responsibility", (F) "Social/Interpersonal" and (G) "Maladaptive Behavior" appear to be relatively strong areas. Sections (C) "Money Management, (D) "Community Awareness" and (E) "Legal Awareness" are apparent weaknesses. Screeners and instructional staff could use this information to select these NILS Assessment Instruments to be administered in order to determine the specific skills/concepts the client possesses and which skills need to be developed.

Not every section of the screening instrument contains items representing all six living levels. In such instances if a student/client's performance places him/her at the highest level depicted for that section, it can be assumed that the student/client has the basic skills to function at levels above the given level for that section. For example, on (A), 'HEALTH/HYGIENE', only Levels I-V are represented by the items and on the bar graph. Thus, if a student/client receives a score of 93 points on the section (A), the graph would indicate that this individual was functioning at a Level V. Since there are no items for Level VI, it can be assumed that this student's/client's skills in 'HEALTH/HYGIENE' are also equivalent tothe minimum competencies acceptable for Levels VI.

REFERENCES & APPENDICES

REFERENCES

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APPENDIX A

National Independent Living Skills Project

Index of Supervision Levels

Level 1 - Skilled Care Nursing

This person requires twenty-four hour supervision provided by medical, psychological, and direct care staff. This individual has multiple disabilities or complicating medical conditions. He/she may be non-ambulatory, not toilet-trained, lacking communication skills, having minimal personal hygiene skills, and/or having severe behavioral problems. This individual has little contact with the community.

Level 2 - Full-Time Supervision

This person requires supervision 24 hours per day by family, guardian or residential staff. He/she may have multihandicapping conditions or behavior problems. He/she is beginning to acquire new self-care skills and simple housekeeping skills with training and practice. Contact with the community occurs primarily under direct supervision. Family, guardians or residential staff hold primary responsibility for home maintenance, meal preparation and money management, and provide assistance for activities of daily living.

Level 3 - General Supervision

This person lives where general supervision is required on a part-time daily basis, e.g., evenings and nights. This person is capable of personal hygiene and grooming, room maintenance, preparation of some meals, limited management of money, and shared maintenance of the home/residence. He/she may lack confidence and experience in independent living and has limited decision-making and strategy building skills. Multihandicapping conditions or behavior problems may be present. Family or staff supervises and trains for increased development and refinement of independent living skills. Contact with the community occurs within a limited geographic area and may occur without supervision.

Level 4 - Regular Supervision

This person lives in his/her own living quarters. Staff are required to make regularly scheduled checks for supervision and/or training. Staff persons may offer assistance for refinement of independent living skills. Contact with the community occurs within a limited geographic area without supervision.

Level 5 - "On-Call" Supervision

This person lives in his/her own living quarters and requires staff to be available only for emergency assistance and for occasional advice/assistance. His/her residence may have an emergency call system and/or communication system with a resident manager or social service agency. Contact with the community is independently arranged and limited only by the individual's preferences and/or financial resources.

Level 6 - No Supervision

This person lives in his/her living quarters and manages independent living needs without assistance or with minimal contact from public social services. That is, the person independently performs or arranges for: care of personal health and hygiene, food purchase and preparation; money management, social and leisure activities, transportation, maintenance of living quarters, and, if applicable, uses assistive devices unaided.

Appendix B

List of Equipment/Materials for Administration of the NILS Screening Instrument

HEALTH/HYGIENE Section:

Pictures or drawings of the following signs:

1. "Stop", "Out of Order"
2. Medical Forms with questions requesting previous "Seizure" & "Surgery" information
3. Sample drug labeled with instructions "Not to be taken Internally"

FAMILY RESPONSIBILITY Section:

General Kitchen area with the following items:

4. garbage can
5. electric stove
6. containers w/"pop-off" tops
7. containers w/"screw"lids

Opportunities for ironing to include:

8. Iron
9. Ironing Board
10. Clothes
11. Starch

Opportunities for washing clothes to include:

12. washing machine (regular)
13. coin operated washing machine

MONEY MANAGEMENT Section

14. Coins including pennies, nickels, dimes, quarters
15. Bills in all denominations up to $50.00

16. Examples of household bills, including credit card bill
17. Paycheck stub
18. Income tax form
19. Sample credit card

COMMUNITY AWARENESS Section

20. Pictures, slides, drawings and/or signs of the following:
    - Police car
    - Tickets
    - Restroom
    - Open
    - In
    - Off
    - No Pets
    - Front
    - Rear
    - Handicapped Parking
    - Boarding Pass
    - Parking
    - No Soliciting
    - Customs
21. Telephone Directory

LEGAL AWARENESS

22. Voter Registration Form

Appendix C

Minimum/Maximum Points By Level for each Section of the NILS Screening Instrument

Maximum Points By Level

LEVELS	I	II	III	IV	V	VI
HEALTH HYGIENE	0	5	20	63	93	93
FAMILY RESPONSIBILITY	0	11	39	62	72	72
MONEY MANAGEMENT	0	2	26	48	114	122
COMMUNITY AWARENESS	0	0	39	87	107	119
LEGAL AWARENESS	0	2	15	40	90	116
SOCIAL/INTERPERSONAL	3	14	23	31	33	33
MALADAPTIVE BEHAVIOR	0	10	21	28	30	36
TOTALS	3	44	183	359	539	590

National Independent Living Skills Screening Instrument
Recording Form

NAME: ______________ **AGE:** ______ **SEX:** ______ **RACE:** ______ **DOE:** ______________

AGENCY: ______________ **EVALUATOR(S):** ______________

Directions: For each item, circle the number in the appropriate column to indicate the client's performance/response.

ITEM	**PERFORMANCE**			
	U	**PP**	**VP**	**I**

A. Health/Hygiene Section

1. Cleans & trims nails	0	1	2	3
2. Drinks from cup	0	1	2	3
3. Uses napkin	0	1	2	3

	YES	**NO**
4. Stop	2	0
*5. No menstrual "accidents"	3	0
6. Surgery	3	0
*7. Hearing aid(s)	3	0
8. Refusing sex	3	0
9. Step on rusty nail	4	0
10. Occasional headaches	4	0
11. Internal	4	0
*12. Contact(s)/glasses	4	0
13. Out of order	4	0
14. Cut finger	4	0
15. Man in movie	4	0
16. Pregnant woman	4	0
17. Birth control	4	0
18. "Street" drugs	4	0
19. Fever	5	0
20. Seizures	5	0
21. Child vomits	5	0
22. Child molesting	5	0
23. Effects of alcohol	5	0
24. Drinking/driving	5	0

Health/Hygiene Total =

B. Family Responsibility Section

	U	**PP**	**VP**	**I**
25. Clean bed linens	0	1	2	3
26. Energy conservation; lights	0	1	2	3
27. Energy conservation; water	0	1	2	3
28. Energy conservation; climate	0	1	2	3
29. Clean hands for eating	0	1	2	3
30. Uses garbage can	0	1	2	3
31. Pop-off tops	0	1	2	3
32. Electric stove	0	1	2	3
33. Screw lids	0	1	2	3
34. Checkout counter	0	1	2	3
35. Correct change	0	1	2	3
36. Loads washing machine	0	1	2	3
37. Coin operated machine	0	1	2	3
38. Plugs iron in	0	1	2	3
39. Irons properly	0	1	2	3
40. Starch	0	1	2	3

ITEM	**PERFORMANCE**	
	YES	**NO**
41. Left iron plugged in	3	0
42. Fire at night	3	0
43. Unhappy marriage	4	0
44. Lice on baby	4	0
45. Uncut lawn	5	0
46. Poisons/children	5	0

Family Reponsibility Total =

C. Money Management Section

47. Penny; identify	2	0
48. One dollar; identify	3	0
49. Penny; value	3	0
50. 10¢ & under; value	3	0
51. $1.00 & under; change	3	0
52. Unable to maintain checking account	3	0
53. Maintains checking account with physical prompting	3	0
54. Defines a check	3	0
55. Unable to maintain savings account	3	0
56. Maintains savings account with physical prompting	3	0
57. Waits for change	3	0
58. $50.00 & under; value	4	0
59. Maintains checking account with verbal/total communication prompting	4	0
60. Maintains savings account with verbal/total communication prompting	4	0
61. Savings account; where	4	0
62. Savings account; why	4	0
63. Amount on bill	4	0
64. Defines insurance	4	0
65. Over $50.00; change	5	0
66. Independently maintains checking account	5	0
67. Least expensive	5	0
68. Defines credit card	5	0
69. Finance charge	5	0
70. Why have a credit card	5	0
71. Gross pay	5	0
72. Net pay	5	0
73. Defines tax	5	0
74. Income tax form; defined	5	0
75. Tax form; completion	5	0
76. Don't file tax form	5	0
77. Defines insurance policy	5	0

ITEM	PERFORMANCE YES	NO
78. Don't pay for insurance policy	5	0
79. Independently maintains savings account	6	0
80. Deductions	6	0

Money Management Total = ☐

D. Community Awareness Section

81. House fire	3	0
82. Police car	3	0
83. Tickets	3	0
84. Restroom	3	0
85. Open	3	0
86. In	3	0
87. Off	3	0
88. No pets	3	0
89. Front	3	0
90. Rear	3	0
91. Handicapped parking	3	0
92. States address	3	0
93. Paying for bus	3	0
94. Given name	4	0
95. Boarding pass	4	0
96. Parking	4	0
97. No soliciting	4	0
98. Help changing buses	4	0
99. Birth control	4	0
100. Fall from ladder	4	0
101. Bus schedules	4	0
102. Club information	4	0
103. Stamps	4	0
104. Directions	4	0
105. Garbage can	4	0
106. Customs	5	0
107. Smell gas	5	0
108. Disabled child's medical bills	5	0
109. Sign language	5	0
110. Low-rent housing	6	0
111. Job with civil service	6	0

Comunity Awareness Total = ☐

E. Legal Awareness Section

ITEM	PERFORMANCE YES	NO
112. Unable to complete voter registration form	2	0
113. Policemen	3	0
114. Stopped by policeman	3	0
115. Marijuana	3	0
116. Arrested	3	0
117. Completes voter registration form with physical prompting	3	0
118. Legal driving age	4	0
119. Speeding	4	0
120. DUI	4	0
121. Defines lawyer	4	0
122. Locates lawyer	4	0
123. Completes voter registration form with verbal/total communication prompting	4	0
124. Don't pay rent	4	0
125. Stolen T.V.	5	0
126. Court; jury; judge	5	0
127. Legal voting age	5	0
128. Voting by friend	5	0
129. Stolen rented T.V.	5	0
130. Contract	5	0
131. Housing deposit	5	0
132. Loan on car	5	0
133. Mail fraud	5	0
134. Don't pay credit card bills	5	0
135. Confession	6	0
136. Jury duty	6	0
137. Completes voter registration form independently	6	0
138. Job discrimination	6	0
139. Police brutality	6	0

Legal Awareness Total = ☐

F. Social/Interpersonal Section

	N.O.	I/N	OCC	CON
140. Offers greetings	0	1	2	3
141. Claims ownership	0	1	2	3
142. Takes turns	0	1	2	3
143. Knows strengths & weaknesses	0	1	2	3
144. Accepts blame	0	1	2	3
145. Carries out daily routine	0	1	2	3
146. Keeps promises	0	1	2	3
147. Responds on approach	0	1	2	3
148. Accepts gifts	0	1	2	3
149. Displays sense of humor	0	1	2	3
150. Offers compliments/gifts	0	1	2	3

Social/Interpersonal Total = ☐

G. Maladaptive Behavior Section

151. Violent to self	0	3	2	1
152. Exhibits sexual body parts	0	3	2	1
153. Vandalism	0	3	2	1
154. Malicious gossip	0	3	2	1
155. Indiscriminate homosexual activity	0	3	2	1
156. Delinquent behavior	0	3	2	1
157. Excessive physical contact	0	3	2	1
158. Excessive physical activity	0	3	2	1
159. Separation anxiety	0	3	2	1
160. Unrealistic fears	0	3	2	1
161. Malicious disruptions	0	3	2	1
162. Extensive profanity	0	3	2	1

Maladaptive Behavior Total = ☐

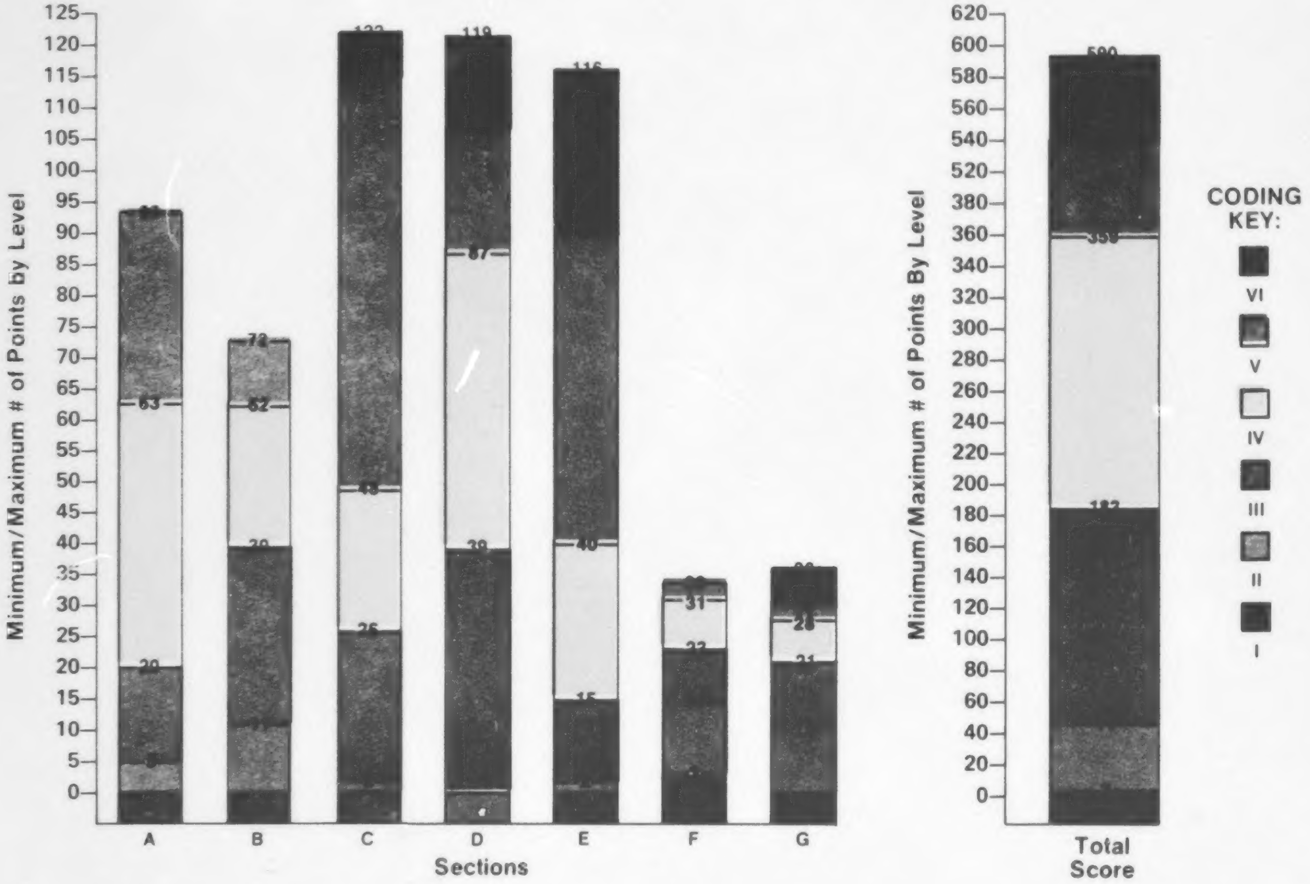
SCORING

The client's total score on the NILS Screening Instrument, as obtained by transfer and addition of all section totals to the spaces below, is:

SECTION TOTAL	SECTION
_______	A. Health/Hygiene
_______	B. Family Responsibility
_______	C. Money Management
_______	D. Community Awareness
_______	E. Legal Awareness
_______	F. Social/Interpersonal
_______	G. Maladaptive Behavior
_______	**NILS Screening Instrument Total Score**

RESULTS

Plot the client's total score and each section score within the appropriate range of points on each of the labeled bar graphs below:



INTERPRETATION

Match the color of the point range in which each section score and the total score are plotted to the coding key to obtain the Level of Supervision for each. Then transfer each Roman numeral to the corresponding spaces below.

SECTION	A	B	C	D	E	F	G	TOTAL SCORE
LEVEL	____	____	____	____	____	____	____	______

The Levels of Supervision obtained on the sections of this screening indicate the client's relative strengths and weaknesses among these seven areas of independent living skills.

The client's total score on this screening instrument indicates that he/she demonstrates a general performance/knowledge of independent living skills comparable to individuals who may successfully function in a Level _______ environment.

National Independent Living Skills Assessment Instruments
Recording Form

MONEY MANAGEMENT

NAME: ____________ **AGE:** ______ **SEX:** ______ **RACE:** ______ **DOE:** ____________

AGENCY: ____________ **EVALUATOR(S):** ____________

Directions: For each item, circle the number in the appropriate column to indicate the client's performance/response.

ITEM	PERFORMANCE	
	YES	NO
A. Money Identification		
1. Coin identification		
(a) penny	2	0
(b) nickel	2	0
(c) dime	3	0
(d) quarter	3	0
(e) half-dollar	3	0
2. Bill identification		
(a) one dollar	3	0
(b) five dollar	3	0
(c) ten dollar	3	0
(d) twenty dollar	3	0
(e) fifty dollar	3	0
3. Coin value		
(a) penny	3	0
(b) nickel	3	0
(c) dime	3	0
(d) quarter	3	0
(e) half-dollar	3	0
(f) one dollar	3	0
4. Bill value		
(a) one dollar	3	0
(b) five dollar	3	0
(c) ten dollar	3	0
(d) twenty dollar	3	0
(e) fifty dollar	3	0
Subsection A Total = ☐		
B. Money Values		
5. Counting coins		
(a) 10¢ and less	3	0
(b) 25¢ and less	3	0
(c) 50¢ and less	3	0
(d) $1.00 and less	3	0
6. Compares cost		
(a) *car* or bicycle?	3	0
(b) candy or *watch*?	3	0
(c) *shoes* or socks?	3	0
(d) baseball or *radio*?	3	0
7. Coin combinations = $1.00		
(a) adds 4 quarters	3	0
(b) adds 10 dimes	3	0
(c) adds 20 nickels	3	0
(d) adds 100 pennies	3	0

ITEM	PERFORMANCE	
	YES	NO
8. Coin combinations = value		
(a) 10¢ and less	3	0
(b) 25¢ and less	3	0
(c) 50¢ and less	3	0
(d) $1.00 and less	4	0
9. Bill combinations = value		
(a) $5.00 and less	3	0
(b) $10.00 and less	3	0
(c) $25.00 and less	3	0
(d) $50.00 and less	4	0
(e) $75.00 and less	4	0
(f) $100.00 and less	4	0
10. Coin & bill combinations = value		
(a) $5.00 and less	3	0
(b) $10.00 and less	3	0
(c) $25.00 and less	4	0
(d) $50.00 and less	4	0
Subsection B Total = ☐		
C. Making Change		
11. (a) 10¢ and less	3	0
(b) 25¢ and less	3	0
(c) 50¢ and less	3	0
(d) $1.00 and less	3	0
(e) $5.00 and less	4	0
(f) $10.00 and less	4	0
(g) $20.00 and less	4	0
(h) $50.00 and less	4	0
(i) over $50.00	5	0
Subsection C Total = ☐		
D. Checking		
12. Maintains personal account		
(a) unable to/does not maintain	3	0
(b) with physical prompting	3	0
(c) with verbal prompting	4	0
(d) independently	5	0
13. Sample check		
(a) purpose	3	0
(b) source	3	0

14. Completes check		
(a) unable to complete	3	0
(b) requires physical prompting	3	0
(c) requires verbal prompting	4	0
(d) independently	5	0
15. Records checking transactions and calculates new balance		
(a) unable to record	3	0
(b) with physical prompting	4	0
(c) with verbal prompting	5	0
(d) independently	6	0
16. Balances checkbook		
(a) unable to balance	3	0
(b) with physical prompting	4	0
(c) with verbal prompting	5	0
(d) independently	6	0
17. Checking account knowledge		
(a) cashing a check	4	0
(b) check exchange	4	0
(c) deposit	4	0
(d) overdrawn account	4	0

Subsection D Total =

E. Savings

18. Maintains personal account		
(a) unable to/does not maintain	3	0
(b) with physical prompting	3	0
(c) with verbal prompting	4	0
(d) independently	6	0
19. Balances account		
(a) unable to balance	3	0
(b) requires physical prompting	4	0
(c) requires verbal prompting	4	0
(d) independently	6	0
20. Savings account information		
(a) where?	4	0
(b) why?	4	0
(c) purpose of passbook	4	0
21. Savings account knowledge		
(a) deposit	4	0
(b) withdrawal	4	0
22. Interest		
(a) definition	5	0
(b) comparison shopping	6	0

Subsection E Total =

F. Shopping

23. Shops for personal items		
(a) unable to/does not shop	2	0
(b) requires physical prompting	3	0
(c) requires verbal prompting	4	0
(d) independently	5	0
24. Shops for personal clothing		
(a) unable to/does not shop	2	0
(b) requires physical prompting	3	0
(c) requires verbal prompting	4	0
(d) independently	5	0
25. Making purchase		
(a) locates cashier	3	0
(b) located item	3	0
(c) waits for change	3	0
(d) pays correct amount	4	0
(e) determines correct change	4	0
26. Shopping knowledge		
(a) cost comparison (bread)	4	0
(b) exchange pants	4	0
(c) cost comparison (candy)	4	0
(d) "sales are final"	4	0
(e) cost comparison (coats)	5	0
27. Coupon use		
(a) where?	4	0
(b) what?	4	0
(c) purpose?	4	0
(d) expiration date	5	0

Subsection F Total =

G. Budgeting and Bills

28. Budgeting		
(a) unable to budget weekly	3	0
(b) unable to budget monthly	3	0
(c) budgets weekly with physical prompting	4	0
(d) budgets weekly with verbal prompting	4	0
(e) budgets monthly with physical prompting	4	0
(f) independently budgets weekly	5	0
(g) budgets monthly with verbal prompting	5	0
(h) independently budgets monthly	6	0
29. Monthly bills		
(a) unable to/does not pay	3	0
(b) pays with physical prompting	4	0
(c) pays with verbal prompting	4	0
(d) pays independently	5	0
30. Sample bill		
(a) definition	4	0
(b) amount due	4	0
(c) consequences of non-payment	4	0
(d) special payment	5	0
(e) date due	4	0
(f) account #	4	0

Subsection G Total =

H. Credit

31. Credit card application		
(a) unable to complete	3	0
(b) completes with physical prompting	4	0
(c) completes with verbal prompting	5	0
(d) completes independently	6	0
32. Credit card		
(a) purpose	5	0
(b) finding another's card	4	0
(c) whose account	5	0
(d) loaning card to another	5	0
(e) acquisition	5	0
(f) loss of card	5	0
(g) credit limit	5	0
33. Credit card bills		
(a) mistake	5	0
(b) unable to pay full amount	5	0
(c) finance charge	5	0
34. Credit		
(a) definition	4	0
(b) interest/finance charge	4	0
(c) purpose	5	0
(d) layaway	5	0
(e) advantages	5	0
(f) disadvantages	5	0
(g) cash vs credit	6	0
(h) cost comparison	6	0

Subsection H Total = ☐

I. Paychecks

35. Reading paycheck		
(a) definition	3	0
(b) net pay	5	0
(c) gross pay	5	0
(d) gross vs. net	5	0
(e) deductions	6	0
36. W-2 Form		
(a) definition	5	0
(b) use	6	0

Subsection I Total = ☐

J. Taxes

37. Tax knowledge		
(a) definition	5	0
(b) who pays?	5	0
(c) purpose	5	0
38. Federal Income Tax Form		
(a) owes taxes	4	0
(b) tax form	5	0
(c) who completes form?	5	0
(d) consequences of not filing	5	0
(e) refusal to pay	5	0
(f) frequency to file	6	0
39. Time to save tax records	6	0

Subsection J Total = ☐

K. Insurance

40. Basic knowledge		
(a) definition	4	0
(b) purchase sources	5	0
(c) advantages	5	0
(d) policy	5	0
(e) beneficiary	6	0
(f) premium	6	0
(g) deductible policy	6	0
(h) cash value	6	0
41. Consequences of nonpayment	5	0
42. Types of insurance		
(a) hospitalization	5	0
(b) fire	5	0
(c) life	5	0
(d) burial	6	0
(e) car insurance payments	6	0
(f) fix both cars	6	0
(g) fix your car	6	0
(h) theft	6	0

Subsection K Total = ☐

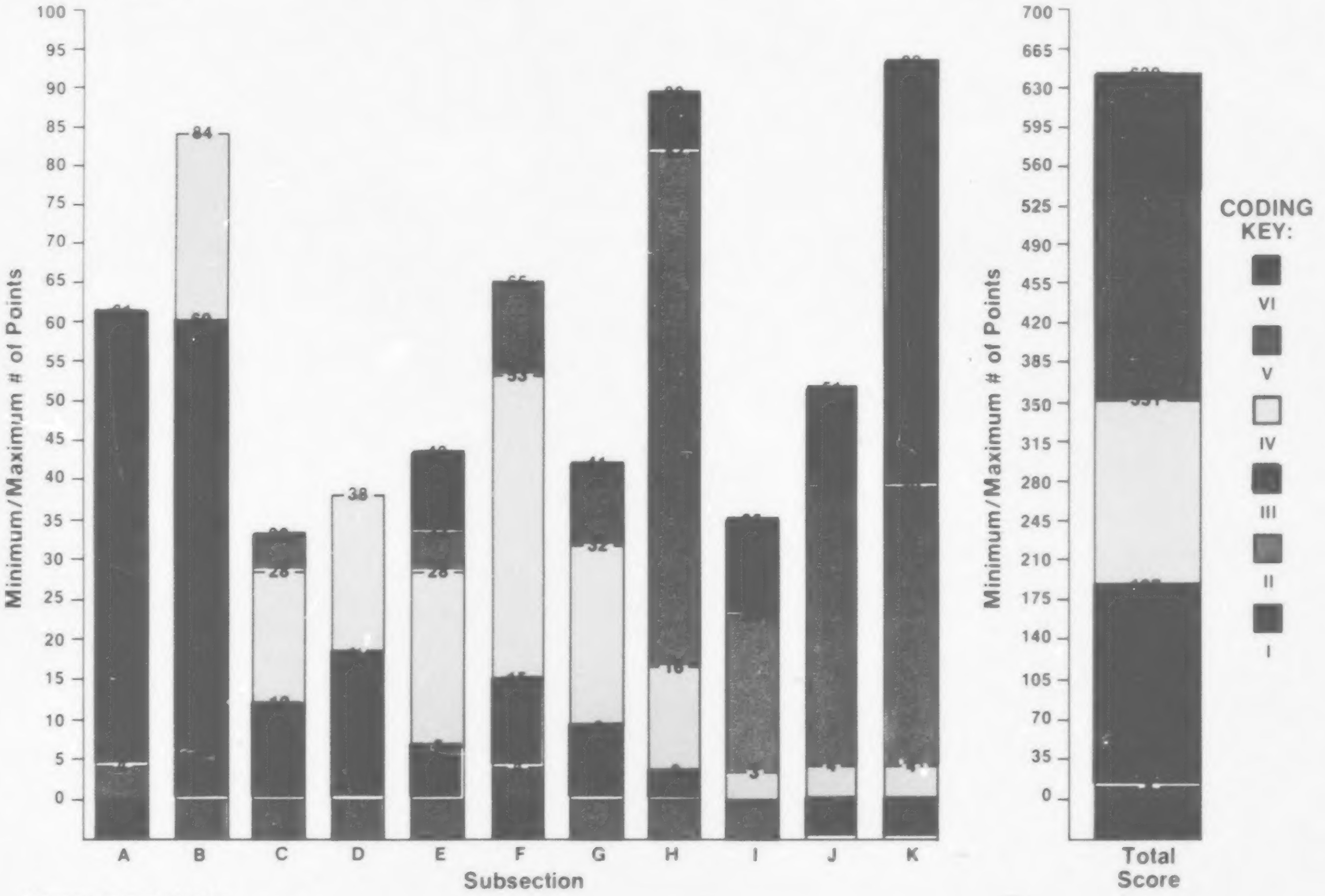
SCORING

The client's total score on the NILS MONEY MANAGEMENT ASSESSMENT, as obtained by transfer and addition of all subsection totals to the spaces below, is:

SUBSECTION TOTAL	SUBSECTION
______	A. Money Identification
______	B. Money Values
______	C. Making Change
______	D. Checking
______	E. Savings
______	F. Shopping
______	G. Budgeting and Bills
______	H. Credit
______	I. Paychecks
______	J. Taxes
______	K. Insurance
______	MONEY MANAGEMENT Total Score

RESULTS

Plot the client's total score and each subsection score within the appropriate range of points on each of the labeled bar graphs below:



INTERPRETATION

Match the color of the point range in which each subsection score and the total score are plotted to the coding key to obtain the Level of Supervision for each. Then transfer each Roman numeral to the corresponding spaces below.

SUBSECTION	A	B	C	D	E	F	G	H	I	J	K	TOTAL SCORE
LEVEL	____	____	____	____	____	____	____	____	____	____	____	______

The Levels of Supervision obtained on the subsections of this assessment indicate the client's relative strengths and weaknesses on the component tasks of MONEY MANAGEMENT.

The client's total score on this assessment indicates that he/she demonstrates a general performance/knowledge of MONEY MANAGEMENT comparable to individuals who may successfully function in a Level ______ environment.

National Independent Living Skills Assessment Instruments
Recording Form
COMMUNITY AWARENESS

NAME: ______________________ **AGE:** ______ **SEX:** ______ **RACE:** ______ **DOE:** ______________

AGENCY: ______________________ **EVALUATOR(S):** ______________________________

Directions: For each item, circle the number in the appropriate column to indicate the client's performance/response.

ITEM	**PERFORMANCE YES**	**NO**
A. Use of Telephone/TDD		
1. Special situations		
(a) reporting fire	3	0
(b) ambulance call	3	0
(c) long distance call	4	0
2. Dialing	4	0
3. Use of directory	4	0

Subsection A Total = ☐

B. Community/Information Signs		
4. Signs for community services and transportion		
(a) fire truck	3	0
(b) bus	3	0
(c) police car	3	0
(d) airplane	3	0
(e) ambulance	3	0
(f) post office	3	0
(g) bus stop	3	0
(h) drug store	3	0
(i) airport	3	0
(j) library	3	0
(k) taxi/cab	3	0
(l) tickets	3	0
(m) train station	3	0
(n) hospital	4	0
(o) fire station	4	0
(p) police station	4	0
(q) parking	4	0
(r) luggage/baggage	4	0
(s) gate (airline)	4	0
(t) travel agency	4	0
(u) boarding pass	4	0
(v) arrival/departure schedules	5	0
5. Signs for public information		
(a) restroom	3	0
(b) telephone	3	0
(c) men/gentlemen	3	0
(d) women/ladies	3	0
(e) off	3	0
(f) on	3	0
(g) out	3	0
(h) in	3	0
(i) hot	3	0
(j) open	3	0
(k) closed	3	0
(l) down	3	0
(m) cold	3	0
(n) up	3	0
(o) pull	3	0
(p) push	3	0
(q) office	3	0
(r) left	3	0
(s) right	3	0
(t) full	3	0
(u) open slowly	3	0
(v) no parking	3	0
(w) front	3	0
(x) private	3	0
(y) no pets	3	0
(z) quiet-hospital zone	3	0
(aa) employees only	3	0
(bb) handicapped parking	3	0
(cc) rear	3	0
(dd) enter	4	0
(ee) empty	4	0
(ff) no children allowed	4	0
(gg) information	4	0
(hh) do not litter	4	0
(ii) private property	4	0
(jj) no admittance	4	0
(kk) fine for littering	4	0
(ll) no dumping	4	0
(mm) fire lane	4	0
(nn) no loitering	4	0
(oo) no soliciting	4	0
(pp) customs	5	0

Subsection B Total = ☐

C. General Information		
6. Nurses	3	0
7. Personal Address	3	0
8. Grocery store	3	0
9. Paying for transportation	3	0
10. Kitchen fire	3	0
11. Smoke from neighbor	3	0
12. Personal phone number	3	0
13. Finding wallet	3	0
14. Books	3	0
15. Police phone number	3	0
16. Cost of stamp	3	0
17. Definition of S.S. number	3	0
18. Buying stamps	4	0
19. Missing car	4	0
20. Child falls from tree	4	0
21. Buying garbage can	4	0
22. Friend falls from ladder	4	0
23. Broken window	4	0
24. Prescription	4	0
25. Mailing gift	4	0
26. Witness to theft	4	0
27. Accidental poisoning	4	0
28. Finding directions	4	0
29. Transportation for sick mother	4	0
30. Transportation to store	4	0
31. Changing buses	4	0
32. Power outage	4	0
33. Learning tennis	4	0
34. Help for depression	4	0
35. Bus schedules	4	0
36. Community churches	4	0
37. Finding a job	4	0
38. Jobless and hungry	4	0
39. Exercise classes	4	0
40. Housing assistance	4	0
41. Child care assistance	4	0
42. Joining clubs	4	0
43. Learning job skills	4	0
44. Birth control	4	0
45. Air for tires	5	0
46. Checking/savings account	5	0
47. Lost child	5	0
48. Gas leak	5	0
49. TDD	5	0
50. Movie schedule	5	0
51. Learning sign language	5	0
52. Loan for car	5	0
53. Day care arrangements	5	0
54. Medical debts	5	0
55. Prenatal care	5	0
56. Emergency phone call to busy number	5	0
57. Purpose of S.S. number	5	0
58. Immunizations	5	0
59. Financial assistance after accident	5	0
60. Broken washer	5	0
61. Plane reservations	5	0
62. Financial assistance-job loss	5	0
63. Definition of medicaid/medicare	5	0
64. Financial assistance for disabled child	5	0
65. Obtaining interpreter/reader	5	0
66. Application for medicaid/medicare	6	0
67. Low-cost housing	6	0
68. Civil Service jobs	6	0

Subsection C Total = ☐

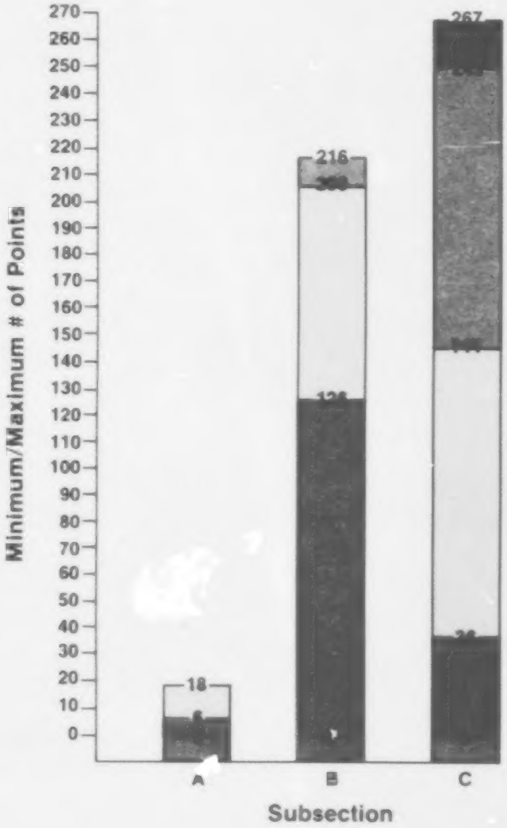
SCORING

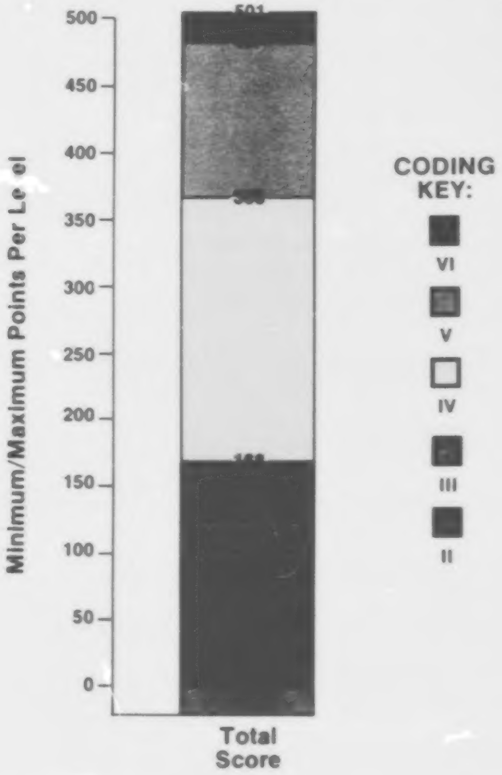
The client's total score on the NILS COMMUNITY AWARENESS ASSESSMENT, as obtained by transfer and addition of all subsection totals to the spaces below, is:

SUBSECTION TOTAL	SUBSECTION
______	A. Use of Telephone/TDD
______	B. Community/Information Signs
______	C. General Information
________	COMMUNITY AWARENESS Total Score

RESULTS

Plot the client's total score and each subsection score within the appropriate range of points on each of the labeled bar graphs below:





INTERPRETATION

Match the color of the point range in which each subsection score and the total score are plotted to the coding key to obtain the Level of Supervision for each. Then transfer each Roman numeral to the corresponding spaces below.

SUBSECTION	A	B	C	TOTAL SCORE
LEVEL	____	____	____	______

The Levels of Supervision obtained on the subsections of this assessment indicate the client's relative strengths and weaknesses on the component tasks of COMMUNITY AWARENESS.

The client's total score on this assessment indicates that he/she demonstrates a general performance/knowledge of COMMUNITY AWARENESS comparable to individuals who may successfully function in a Level ______ environment.

National Independent Living Skills Assessment Instruments
Recording Form

LEGAL AWARENESS

NAME: ____________ **AGE:** ______ **SEX:** ______ **RACE:** ______ **DOE:** ____________

AGENCY: ____________ **EVALUATOR(S):** ____________

Directions: For each item, circle the number in the appropriate column to indicate the client's performance/response.

ITEM	PERFORMANCE YES	PERFORMANCE NO
A. Basic Laws		
1. Purpose of police	3	0
2. Run from police	3	0
3. Selling marijuana	3	0
4. Smoking marijuana	3	0
5. Stranger follows	3	0
6. Purpose of laws	3	0
7. Age to drink	3	0
8. Speeding	4	0
9. Driving intoxicated	4	0
10. Littering from car	4	0
11. Age to drive	4	0
12. Age to marry	4	0

Subsection A Total = ☐

ITEM	PERFORMANCE YES	PERFORMANCE NO
B. Legal System		
13. Consequence of crime	3	0
14. Lawyer	4	0
15. Service of a lawyer	4	0
16. Purchasing stolen goods	5	0
17. Function of jury, judge	5	0
18. Locating a lawyer	5	0
19. Paying for legal services	5	0
20. Pay bail	5	0
21. Request for jury	5	0
22. Free legal assistance	5	0
23. Law suit	6	0
24. Jury duty	6	0
25. Legal confession	6	0
26. Signing a confession	6	0
27. Plea-bargaining	6	0

Subsection B Total = ☐

ITEM	PERFORMANCE YES	PERFORMANCE NO
C. Basic Rights		
28. Voting registration		
(a) unable	2	0
(b) physical prompting	3	0
(c) verbal prompting	4	0
(d) independently	6	0
29. Age to vote	5	0
30. Campaign for president	5	0
31. Voting for others	5	0
32. Register to vote	5	0
33. Where to register	5	0
34. Replacing stolen tv	5	0
35. Assistance in voting	5	0
36. Selecting candidates	5	0
*37. Interpreter	5	0
38. Importance of voting	6	0
39. Police brutality	6	0
40. Absentee ballot	6	0
41. School system	6	0
42. Housing discrimination	6	0
43. Miranda warning	6	0
44. Job discrimination	6	0

Subsection C Total = ☐

ITEM	PERFORMANCE YES	PERFORMANCE NO
D. Contracts/Leases		
45. Eviction	4	0
46. Understanding a contract	5	0
47. Default credit card	5	0
48. Bank loan	5	0
49. Mail order	5	0
50. Help with contracts	5	0
51. Contracts/leases	5	0
52. Examples of contracts	5	0
53. Obligations of contracts	5	0

Subsection D Total = ☐

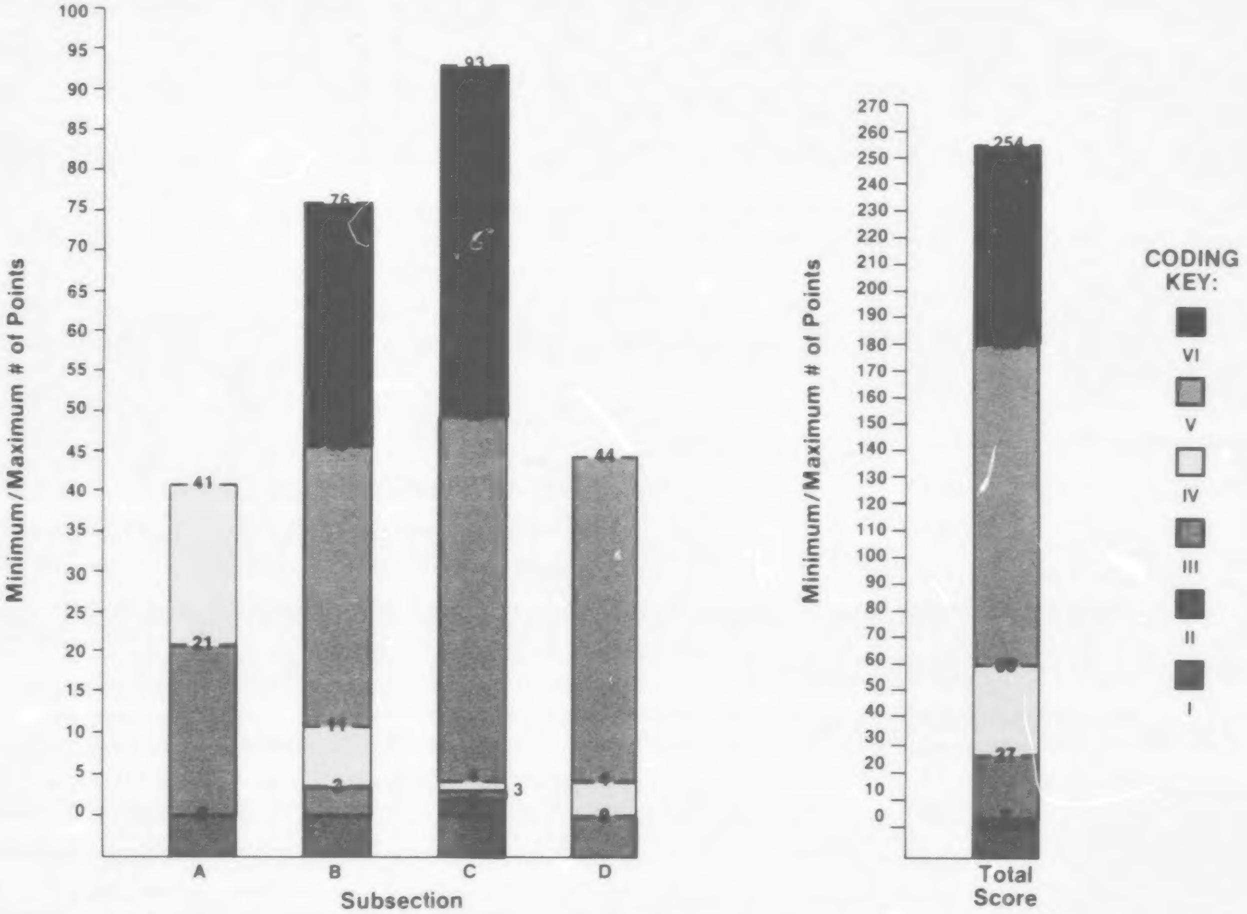
SCORING

The client's total score on the NILS LEGAL AWARENESS ASSESSMENT, as obtained by transfer and addition of all subsection totals to the spaces below, is:

SUBSECTION TOTAL	SUBSECTION
______	A. Basic Laws
______	B. Legal System
______	C. Basic Rights
______	D. Contracts/Leases
______	LEGAL AWARENESS Total Score

RESULTS

Plot the client's total score and each subsection score within the appropriate range of points on each of the labeled bar graphs below:



INTERPRETATION

Match the color of the point range in which each subsection score and the total score are plotted to the coding key to obtain the Level of Supervision for each. Then transfer each Roman numeral to the corresponding spaces below.

SUBSECTION	A	B	C	D	TOTAL SCORE
LEVEL	____	____	____	____	______

The Levels of Supervision obtained on the subsections of this assessment indicate the client's relative strengths and weaknesses on the component tasks of LEGAL AWARENESS.

The client's total score on this assessment indicates that he/she demonstrates a general performance/knowledge of LEGAL AWARENESS comparable to individuals who may successfully function in a Level ______ environment.

National Independent Living Skills Assessment Instruments
Recording Form

SOCIAL/INTERPERSONAL SKILLS

NAME: ______________________ **AGE:** ______ **SEX:** ______ **RACE:** ______ **DOE:** ______________

AGENCY: ______________________ **EVALUATOR(S):** ______________________

Directions: For each item, circle the number in the appropriate column to indicate the client's performance/response.

ITEM	**PERFORMANCE**			
	N.O.	**I/N**	**OCC**	**CON**
1. Accepts help	0	1	2	3
2. Motivated by praise	0	1	2	3
3. Passive participation in group activities	0	1	2	3
4. Claims rightful ownership	0	1	2	3
5. Self-care without supervision	0	1	2	3
6. Borrows with permission	0	1	2	3
7. Offers greetings	0	1	2	3
8. Interacts with authority figures				
(a) proficient	0	1	2	3
(b) non-proficient	0	1	2	3
9. Seeks attention	0	1	2	3
10. Uses courtesy expressions	0	1	2	3
11. Body language matches conversation	0	1	2	3
12. Initiates conversations	0	1	2	3
13. Eye contact	0	1	2	3
14. Tells truth	0	1	2	3
15. Helps when requested	0	1	2	3
16. Active participation in group activities with				
(a) same disability	0	1	2	3
(b) different disability	0	1	2	3
(c) non-disabled	0	1	2	3
17. Respects others' belongings/property	0	1	2	3
18. Considers others' feelings	0	1	2	3
19. Responds appropriately to others	0	1	2	3
20. Appropriate emotional expression/control	0	1	2	3
21. Accepts teasing	0	1	2	3
22. Accepts apologies	0	1	2	3
23. Accepts gifts	0	1	2	3
24. Touches appropriately	0	1	2	3
25. Physical distance	0	1	2	3
26. Performs assigned duties	0	1	2	3
27. Requests assistance	0	1	2	3
28. Shares with				
(a) same disability	0	1	2	3
(b) different disability	0	1	2	3
(c) non-disabled	0	1	2	3
29. Takes turns	0	1	2	3
30. Abides by laws	0	1	2	3
31. Uses time constructively	0	1	2	3

ITEM	**PERFORMANCE**			
	N.O.	**I/N**	**OCC**	**CON**
32. Initiates interactions with				
(a) same disability	0	1	2	3
(b) different disability	0	1	2	3
(c) non-disabled	0	1	2	3
33. Offers apologies	0	1	2	3
34. Adjusts to change	0	1	2	3
35. Posture	0	1	2	3
36. Corrects errors	0	1	2	3
37. Meets time deadlines	0	1	2	3
38. Respects others' privacy	0	1	2	3
39. Works at frustrating tasks	0	1	2	3
40. Initiates own leisure activities	0	1	2	3
41. Relevant contributions to conversations	0	1	2	3
42. Converses without interruptions or monologues to others	0	1	2	3
43. Displays humor with others				
(a) proficient	0	1	2	3
(b) non-proficient	0	1	2	3
44. Accepts blame	0	1	2	3
45. Performs as promised	0	1	2	3
46. Volunteers assistance	0	1	2	3
47. Accepts criticism from				
(a) same disability	0	1	2	3
(b) different disability	0	1	2	3
(c) non-disabled	0	1	2	3
48. Returns borrowed items	0	1	2	3
49. Accepts responsibility	0	1	2	3
50. Appropriate content of conversations	0	1	2	3
51. Offers compliments/gifts to				
(a) same disability	0	1	2	3
(b) different disability	0	1	2	3
(c) non-disabled	0	1	2	3
52. Keeps appointments	0	1	2	3
53. Recognizes problems	0	1	2	3
54. Length of conversation appropriate				
(a) proficient	0	1	2	3
(b) non-proficient	0	1	2	3
55. Introduces self to				
(a) same disability	0	1	2	3
(b) different disability	0	1	2	3
(c) non-disabled	0	1	2	3

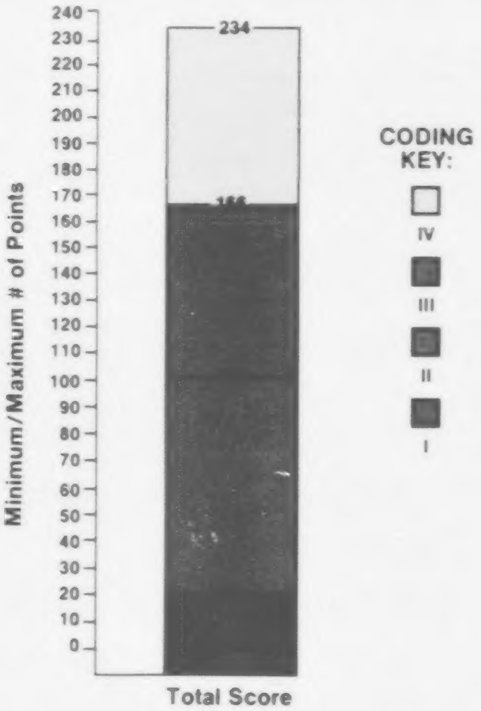
ITEM	PERFORMANCE			
	N.O.	I/N	OCC	CON
56. Asserts self with others				
(a) proficient	0	1	2	3
(b) non-proficient	0	1	2	3
57. Improves weaknesses	0	1	2	3
58. Estimates own strengths and weaknesses	0	1	2	3
59. Problem solving	0	1	2	3
60. Actions to resolve problems	0	1	2	3
61. Initiates group activities with				
(a) same disability	0	1	2	3
(b) different disability	0	1	2	3
(c) non-disabled	0	1	2	3

OTHER OBSERVATIONS

SOCIAL/INTERPERSONAL SKILLS
Total Score = ☐

RESULTS

Plot the client's score within the appropriate range of points on the labeled bar graph below:



INTERPRETATION

Match the color of the point range in which the score is plotted to the coding key to obtain the Level of Supervision. Then transfer the Roman numeral to the space below:

LEVEL ______

The client's score on this checklist indicates that he/she demonstrates a general performance/ knowledge of SOCIAL/INTERPERSONAL SKILLS comparable to individuals who may successfully function in a Level ______ environment.

National Independent Living Skills Assessment Instruments
Recording Form

MALADAPTIVE BEHAVIOR

NAME: ______________________ **AGE:** ______ **SEX:** ______ **RACE:** ______ **DOE:** ______________

AGENCY: ______________________ **EVALUATOR(S):** ______________________

Directions: For each item, circle the number in the appropriate column to indicate the client's performance/response.

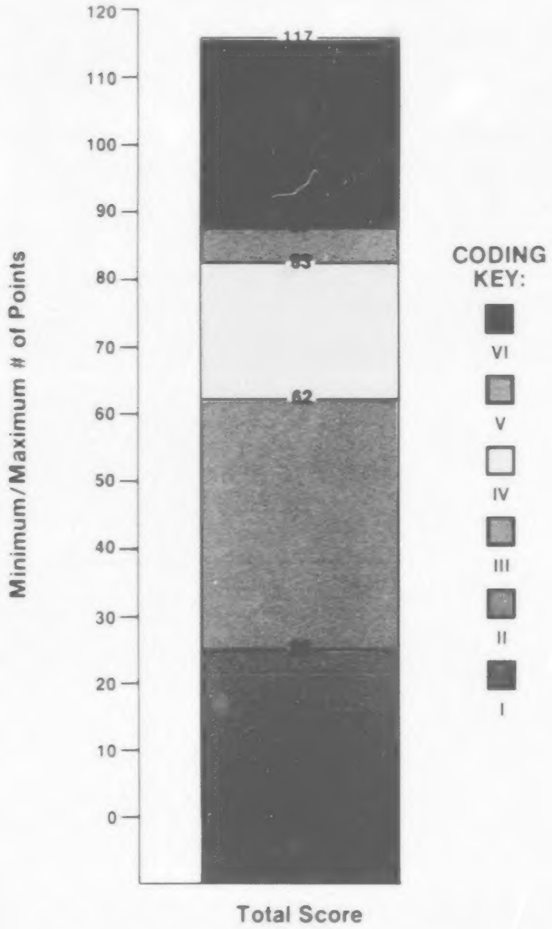
ITEM	**PERFORMANCE** N.O.	I/N	OCC	CON
1. Violence to self	0	3	2	1
2. Violence to others	0	3	2	1
3. Violence to property	0	3	2	1
4. Maliciously gossips/teases	0	3	2	1
5. Delinquent behaviors	0	3	2	1
6. Inappropriate physical contact	0	3	2	1
7. Excessive physical activity	0	3	2	1
8. Excessive separation anxieties	0	3	2	1
9. Unrealistic fears	0	3	2	1
10. Manipulates others	0	3	2	1
11. Uses profanity/obscenity to excess	0	3	2	1
12. Cries easily/excessively	0	3	2	1
13. Unfounded complaints of mistreatment	0	3	2	1
14. Masturbates in public	0	3	2	1
15. Exhibits sexual body parts	0	3	2	1
16. Openly rebels against rules	0	3	2	1
17. Ignores/passively resists rules	0	3	2	1
18. Unusual patterns of food intake	0	3	2	1
19. Avoids physical contact	0	3	2	1
20. Perseverates about unreality	0	3	2	1
21. Disrupts others	0	3	2	1
22. Complains of physical ailments	0	3	2	1
23. Overestimates capabilities	0	3	2	1
24. Critical of self	0	3	2	1
25. Indiscriminate homosexual activity	0	3	2	1
26. Indiscriminate heterosexual activity	0	3	2	1
27. Talks/signs to self	0	3	2	1
28. Lack of responsiveness	0	3	2	1
29. Substance abuse	0	3	2	1
30. Inappropriate vocal habits	0	3	2	1
31. Poor sleep habits	0	3	2	1
32. Underestimates capabilities	0	3	2	1
33. Reacts poorly to frustration	0	3	2	1
34. Exhibits non-aggressive, odd behaviors	0	3	2	1
35. Poor judgement of danger	0	3	2	1
36. Mood swings	0	3	2	1
37. Daydreaming	0	3	2	1
38. Emotional dependency	0	3	2	1
39. Poor recent memory	0	3	2	1

MALADAPTIVE BEHAVIOR
Total Score = ☐

OTHER OBSERVATIONS

RESULTS

Plot the client's score within the appropriate range of points of the labeled bar graph below:



INTERPRETATION

Match the color of the point range in which the score is plotted to the coding key to obtain the Level of Supervision. Then transfer the Roman numeral to the space below:

LEVEL ______

The client's score on this checklist indicates that he/she demonstrates maladaptive behaviors that may limit him/her to a Level ______ environment.

National Independent Living Skills Assessment Instruments
Recording Form

HEALTH/HYGIENE

NAME: ______________ **AGE:** ______ **SEX:** ______ **RACE:** ______ **DOE:** ______________

AGENCY: ______________ **EVALUATOR(S):** ______________

Directions: For each item, circle the number in the appropriate column to indicate the client's performance/response.

ITEM	**PERFORMANCE**			
	U	**PP**	**VP**	**I**
A. Personal Hygiene				
1. (a) toileting without accidents	0	1	2	3
(b) put on clothes	0	1	2	3
(c) clothing fasteners	0	1	2	3
(d) deodorant	0	1	2	3
(e) teeth/dentures	0	1	2	3
(f) tie shoes	0	1	2	3
(g) bathe/shower	0	1	2	3
(h) comb/brush hair	0	1	2	3
(i) shampoo hair				
*(j) women: menstrual hygiene	0	1	2	3
*(k) men: shave/trim	0	1	2	3
*(l) women: make-up	0	1	2	3
(m) clean/trim nails	0	1	2	3
2. Obtains and uses hygiene supplies	0	1	2	3

Subsection A Total = ☐

B. Eating Skills				
3. (a) swallows food/liquids	0	1	2	3
(b) glass/cup in one hand	0	1	2	3
(c) drinks without spilling/leakage	0	1	2	3
(d) leaves table	0	1	2	3
(e) seats self	0	1	2	3
(f) mouth closed for chewing	0	1	2	3
(g) moderate pace of eating	0	1	2	3
(h) opens/closes containers	0	1	2	3
(i) holds utensil in tripod grasp	0	1	2	3
(j) carries own food	0	1	2	3
(k) pours without spilling	0	1	2	3
(l) appropriate utensils	0	1	2	3
(m) disposes of garbage	0	1	2	3
(n) neat eating area	0	1	2	3
(o) seasonings/condiments	0	1	2	3
(p) use of napkin	0	1	2	3
(q) no inappropriate behaviors	0	1	2	3
(r) bread/knife as "pusher"	0	1	2	3
(s) spreads with knife	0	1	2	3
(t) cuts with knife	0	1	2	3

Subsection B Total = ☐

	YES	**NO**
C. Hygiene/Grooming		
4. *(a) women: free of menstrual accidents	3	0
(b) no toileting accidents	3	0
*(c) women: make-up appropriate	3	0
(d) attire for weather	3	0
(e) clean skin	3	0
*(f) men: shaved/neat trim	3	0
(g) clean teeth/dentures	3	0
(h) clothing & shoes fastened	3	0
(i) trimmed/styled hair	3	0
(j) no body/foot odor		
(k) clean, combed hair	3	0
(l) no bad breath	3	0
(m) clean clothing	3	0
(n) attire for occasion	3	0
(o) clothes fit properly	3	0
(p) clothing & shoes repaired	3	0
(q) clothing coordinated	3	0
(r) clean, trimmed nails	3	0

Subsection C Total = ☐

D. Basic Health		
5. Haircut	3	0
6. Purchase of hygiene supplies	3	0
7. Medicine	3	0
8. Vomiting	3	0
9. Problems breathing	3	0
10. Bloody vomit	3	0
11. Twisted ankle	3	0
12. Broken glasses	3	0
13. Importance of exercise	3	0
14. Skin between toes	3	0
15. Measuring temperature	3	0
*16. Broken hearing aid	3	0
17. Two days diarrhea	3	0
18. (a) prescription	3	0
(b) diarrhea	3	0
19. Shoes fixed	4	0
20. Occasional headaches	4	0
21. Pressure in chest	4	0
22. Step on nail	4	0
23. Lump in throat	4	0

*24. Hearing aid battery	4	0
25. Frequent urination	4	0
26. Exercise frequency	4	0
27. Temperature for 3 days	4	0
28. Itchy, watering eyes	4	0
29. Stiff exercise	4	0
30. Prescription filling	4	0
31. Cut on leg	4	0
32. Blurred vision	4	0
33. Ringing in ears	4	0
34. Finding a doctor	4	0
35. Breast changes	4	0
36. Dentist visits	4	0
37. Clear liquids	4	0
38. Cost of doctor's visit	4	0
39. Stuffy ears	4	0
40. Oral temperature time	4	0
41. Doctor's appointment	4	0
42. Unable to keep appointment	4	0
43. Medical check-ups	4	0
44. Cost of doctor's phone consult	[illegible]	0
45. Emergency room visit	4	0
46. Breast exam changes	4	0
47. Bland diet	4	0
48. How to do breast exam	4	0
49. Missed doctor's appointment	4	0
50. 100° = fever?	5	0
51. 98.6° = fever?	5	0
52. 99.8° = fever?	5	0

Subsection D Total = ☐

E. Medical History

53. (a) notify in emergency?	3	0
(b) surgery?	3	0
(c) next of kin?	3	0
(d) weight?	3	0
(e) physician?	3	0
(f) drinking/smoking habits?	4	0
(g) height?	4	0
(h) hospitalizations?	4	0
(i) responsible for payment?	4	0
(j) bowel/bladder habits?	4	0
(k) insurance?	4	0
*(l) menstrual/obstetric history?	5	0
(m) seizures?	5	0
(n) major illness(es)?	5	0
(o) allergies?	5	0
(p) immunizations?	5	0
(q) family history?	5	0
(r) blood type?	5	0

Subsection E Total = ☐

F. Knowledge of Medications

54. Treatment plan	3	0
55. Reports illness/injury	4	0
56. Answer questions for medical personnel (proficient)	4	0
57. Drug labels		
(a) oral(ly)	4	0
(b) rectal(ly)	4	0
(c) with food/milk	4	0
(d) dosage	4	0
(e) caution	4	0
(f) physician	4	0
(g) as needed/required	4	0
(h) ____ times a day	4	0
(i) every ____ hours	4	0
(j) not taken internally	4	0
(k) recommended dosage	4	0
(l) refill	4	0
(m) apply	4	0
58. Handicapping condition(s)	4	0
59. OTC pain-reliever		
(a) purpose	4	0
(b) route of administration	4	0
(c) dosage	4	0
(d) frequency	4	0
(e) warnings/precautions	4	0
60. Help with label directions	4	0
61. OTC ointment		
(a) purpose	4	0
(b) dosage	4	0
(c) route of administration	4	0
(d) frequency	4	0
(e) warnings/precautions	4	0
(f) side effects	4	0
62. Antibiotic		
(a) route of administration	4	0
(b) dosage	4	0
(c) causes sickness	4	0
(d) frequency	4	0
(e) eat/drink	4	0
(f) feeling better	4	0
(g) sharing drug	4	0
(h) refillable	4	0
(i) precautions	4	0
63. Over-the-counter (OTC)	4	0
64. Client's medications		
(a) dosage	4	0
(b) purpose	4	0
(c) route of administration	4	0
(d) frequency	4	0
(e) precautions	4	0
(f) side effects	4	0
*65. Self-administers Rx drugs	4	0
*66. Self-administers special diet	4	0
67. Answers questions for medical personnel (non-proficient)	5	0
68. Side effects of OTC pain-reliever	5	0
69. Handicapping condition		
(a) onset	5	0
(b) cause	5	0
(c) disease progression	5	0

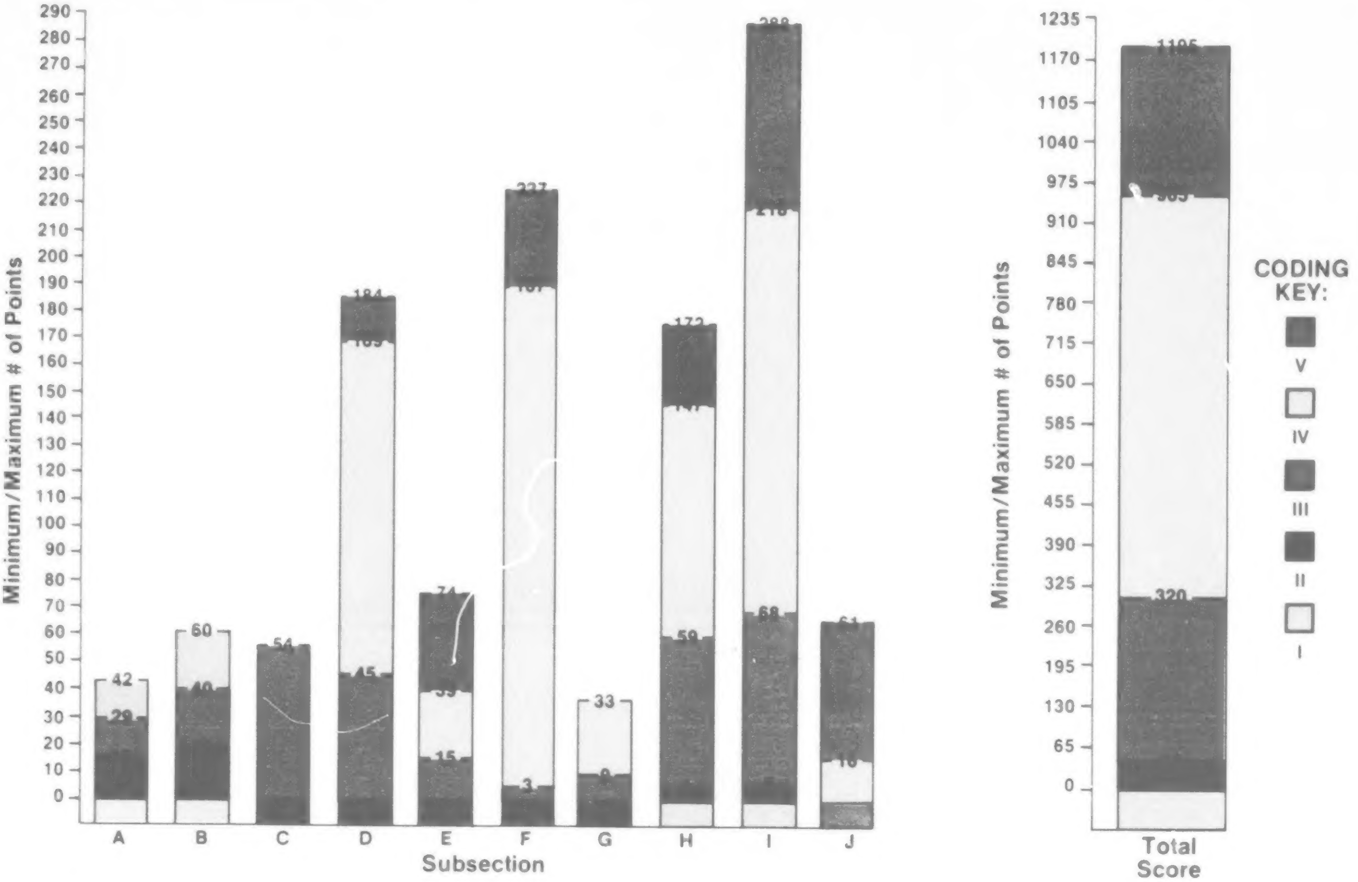
SCORING

The client's total score on the NILS HEALTH/HYGIENE ASSESSMENT, as obtained by transfer and addition of all subsection totals to the spaces below, is:

SUBSECTION TOTAL	SUBSECTION
______	A. Personal Hygiene
______	B. Eating Skills
______	C. Hygiene/Grooming
______	D. Basic Health
______	E. Medical History
______	F. Knowledge of Medications
______	G. Adaptive Equipment
______	H. Basic First Aid & Safety
______	I. Sexuality
______	J. Use and Abuse of Drugs
______	HEALTH/HYGIENE Total Score

RESULTS

Plot the client's total score and each subsection score within the appropriate range of points on each of the labeled bar graphs below:



INTERPRETATION

Match the color of the point range in which each subsection score and the total score are plotted to the coding key to obtain the Level of Supervision for each. Then transfer each Roman numeral to the corresponding spaces below.

SUBSECTION	A	B	C	D	E	F	G	H	I	J	TOTAL SCORE
LEVEL	____	____	____	____	____	____	____	____	____	____	______

The Levels of Supervision obtained on the subsections of this assessment indicate the client's relative strengths and weaknesses on the component tasks of HEALTH/HYGIENE.

The client's total score on this assessment indicates that he/she demonstrates a general performance/knowledge of HEALTH/HYGIENE comparable to individuals who may successfully function in a Level ______ environment.

(d) effects on functioning	5	0
(e) genetic factors	5	0
(f) services needed	5	0

Subsection F Total =

G. Adaptive Equipment

*70. Personal Equipment		
(a) splint(s)	3	0
(b) prosthetic arms(s)/leg(s)	3	0
(c) catheter/ostomy	3	0
(d) hearing aid(s)	4	0
(e) brace(s)	4	0
(f) prosthetic eye(s)	4	0
(g) contacts/glasses	4	0
(h) dentures	4	0
(i) other	-	-

Subsection G Total =

H. Basic First Aid & Safety

71. (a) stop	2	0
(b) keep out	3	0
(c) no smoking	3	0
(d) danger	3	0
(e) poison	3	0
(f) exit	3	0
(g) stairs	3	0
(h) walk/don't walk	3	0
(i) do not enter	3	0
(j) wet floor	3	0
(k) fire escape	3	0
(l) fire alarm	3	0
(m) fire extinguisher	3	0
(n) fire exit only	3	0
(o) buckle seat belt	3	0
(p) caution	3	0
(q) emergency exit	3	0
(r) flammable	3	0
(s) no trespassing	3	0
(t) pedestrian crossing	3	0
(u) railroad crossing	4	0
(v) beware of dog	4	0
(w) elevator	4	0
(x) out of order	4	0
(y) warning	4	0
(z) detour	4	0
(aa) elevator in fire	4	0
(bb) oxygen in use	4	0
(cc) break in case of fire	4	0
(dd) hard hat area	4	0
(ee) high voltage	4	0
72. Cut finger	4	0
73. Broken tooth	4	0
74. Blisters on feet	4	0
75. Stranger in movie	4	0
76. Friend choking	4	0
77. Exhibitionist	4	0
78. Clothing on fire	4	0
79. Nose bleed	4	0
80. Stranger at door	4	0
81. Seizure	4	0
82. Obscene phone calls	4	0
83. Co-worker unconscious	5	0
84. Amputated thumb	5	0
85. Electrical shock	5	0
86. Poisoning	5	0
87. Stranger wants to use phone	5	0

Subsection H Total =

I. Sexuality

88. Identifies own sex	2	0
89. Identifies males	2	0
90. Males vs. females	2	0
91. Identifies females	3	0
92. Male/female genitalia	3	0
93. Identifies male body parts	3	0
94. Identifies female body parts	3	0
*95. Soiled pad/tampon	3	0
96. Refusal of sex	3	0
97. Names male body parts	3	0
*98. Menstrual hygiene	3	0
*99. Flushing pad/tampon	3	0
100. Cause of pregnancy	3	0
101. Results of premarital intercourse	3	0
102. Body changes during menstruation	3	0
103. Body changes/female adolescence	3	0
104. Menstrual cramps	3	0
105. Doctor after rape	3	0
106. Public masturbation	3	0
107. Duration of menstrual flow	3	0
108. Signs of pregnancy	3	0
109. Masturbation	3	0
110. Douche	3	0
111. Names female body parts	4	0
112. Intercourse	4	0
113. Homosexual	4	0
114. Action after rape	4	0
115. Place to masturbate	4	0
116. Rape	4	0
117. Preventing pregnancy	4	0
118. Body changes/male adolescence	4	0
119. Question re: sex	4	0
120. Place for homosexual sex	4	0
121. Excessive menstrual flow	4	0
122. Missed periods	4	0
123. Frequency of menstrual flow	4	0
124. Intercourse while pregnant	4	0

125. Necking/petting	4	0
126. Sore near vagina	4	0
127. Choosing birth control	4	0
128. Birth control devices	4	0
129. Sex partner has STD	4	0
130. Virgin	4	0
131. Application of birth control devices	4	0
132. Pregnancy from sex during menstruation	4	0
133. Body changes during baby's birth	4	0
134. Names birth control methods	4	0
135. Discharge from penis	4	0
136. Premarital sex	4	0
137. Consequences of homosexual activity	4	0
138. Results of masturbation	4	0
139. Bath after rape?	4	0
140. OTC birth control	4	0
141. Condoms prevent STD?	4	0
142. Ejaculates outside vagina	4	0
143. Counseling after rape	4	0
144. Douching as birth control	4	0
145. STD transmission	4	0
146. STD from toilet seats	4	0
147. STD from necking	4	0
148. STD treatment sites	4	0
149. Body changes during pregnancy	5	0
150. Sexual abuse of child	5	0
151. Unwanted baby	5	0
152. Frequency of prenatal MD visits	5	0
153. Unwanted pregnancy	5	0
154. Intercourse during period OK?	5	0
155. Illegal sexual activities	5	0
156. Tell sex partners of STD?	5	0
157. Pregnancy from necking?	5	0
158. Self-induced abortion	5	0
159. Problems enjoying intercourse	5	0
160. Untreated STD	5	0
161. Types of STD	5	0
162. Abortion decision time	5	0

Subsection I Total = ☐

J. Use and Abuse of Drugs

163. Unwanted drug use	4	0
164. Body effects of excess alcohol	4	0
165. Effects of drug abuse	4	0
166. Why people try drugs	4	0
167. Riding with drunk driver	5	0
168. Effects of smoking	5	0
169. Body effects of alcoholism	5	0
170. Signs of alcoholism	5	0
171. Help for alcoholism	5	0
172. Help for drug abuse	5	0
173. Signs of drug abuse	5	0
174. Body effects of excess caffeine	5	0
175. Help for alcoholic's family	5	0

Subsection J Total = ☐

National Independent Living Skills Assessment Instruments
Recording Form

FAMILY RESPONSIBILITY

NAME: ____________ **AGE:** ______ **SEX:** ______ **RACE:** ______ **DOE:** ____________

AGENCY: ____________ **EVALUATOR(S):** ____________

Directions: For each item, circle the number in the appropriate column to indicate the client's performance/response.

ITEM	PERFORMANCE U	PP	VP	I
A. Home Management				
1. Bed linens	0	1	2	3
2. Lights on/off	0	1	2	3
3. Unlocks door	0	1	2	3
4. Locks door	0	1	2	3
5. Maintenance of garbage	0	1	2	3
6. Water conservation	0	1	2	3
7. Dusts furniture	0	1	2	3
8. Non-carpeted floors	0	1	2	3
9. Carpeted floors	0	1	2	3
10. Bathroom maintenance	0	1	2	3
11. Storage of cleaning supplies	0	1	2	3
12. Safety with appliance	0	1	2	3
13. Appropriate use of cleaners/disinfectants	0	1	2	3
14. Household safety	0	1	2	3
15. Kitchen fixtures/appliances	0	1	2	3
16. Energy conservation in climate control	0	1	2	3
17. Maintenance of safe, efficient appliances	0	1	2	3

Subsection A Total = ☐

ITEM	PERFORMANCE U	PP	VP	I
B. Food Management				
18. Opens:				
(a) screw lids	0	1	2	3
(b) pull tab rings	0	1	2	3
19. Opens pour-spout cartons	0	1	2	3
20. Opens pop-off tops	0	1	2	3
21. Disposes food scraps:				
(a) garbage can	0	1	2	3
(b) garbage disposal	0	1	2	3
22. Opens cellophane-wrapped items	0	1	2	3
23. Opens cans:				
(a) pop & push tabs	0	1	2	3
(b) circular pull tab	0	1	2	3
24. Opens cardboard boxed items	0	1	2	3
25. Washes hands with soap and water	0	1	2	3
26. Grocery store skills				
(a) waits in line	0	1	2	3
(b) locates cart	0	1	2	3
(c) locates counter	0	1	2	3
(d) waits for change	0	1	2	3
(e) locates store	0	1	2	3
(f) pays for items	0	1	2	3
(g) transports items home	0	1	2	3
(h) locates listed items	0	1	2	3
27. Kitchen appliances				
(a) refrigerator	0	1	2	3
(b) toaster	0	1	2	3
(c) manual can opener	0	1	2	3
(d) electric stove/burners	0	1	2	3
(e) electric can opener	0	1	2	3
(f) coffee pot	0	1	2	3
(g) electric skillet	0	1	2	3
(h) toaster oven	0	1	2	3
(i) crock pot	0	1	2	3
(j) gas stove/burners	0	1	2	3
(k) blender	0	1	2	3
(l) microwave	0	1	2	3
28. Cleans spills	0	1	2	3
29. Sanitizes dishes/utensils				
(a) handwashing	0	1	2	3
(b) dishwasher	0	1	2	3
30. Storage of clean dishes/utensils	0	1	2	3
31. Locates utensils/foods prior to cooking	0	1	2	3
32. Prepare cold foods				
(a) breakfast	0	1	2	3
(b) lunch	0	1	2	3
33. Kitchen utensil use				
(a) bottle opener	0	1	2	3
(b) large & small knives	0	1	2	3
(c) grater	0	1	2	3
(d) vegetable peeler	0	1	2	3
(e) egg beater	0	1	2	3
(f) measuring spoons	0	1	2	3
34. Uses pot holders	0	1	2	3
35. Selects appropriate containers	0	1	2	3
36. Prepares cold dinners	0	1	2	3
37. Appropriate storage of foods	0	1	2	3
38. Cleans fresh produce	0	1	2	3
39. Transfers hot foods/liquids	0	1	2	3
40. Stores open containers	0	1	2	3
41. Prepares hot foods/liquids				
(a) breakfast	0	1	2	3
(b) lunch	0	1	2	3
42. Locates & disposes spoiled food	0	1	2	3
43. Stores left-overs	0	1	2	3

ITEM	PERFORMANCE			
	U	PP	VP	I
44. Reasonable time for meal preparation	0	1	2	3
45. Checks for doneness	0	1	2	3
46. Doneness of food	0	1	2	3
47. Selects proper temperatures	0	1	2	3
48. Follows preparation instructions	0	1	2	3
49. Prepared hot dinners	0	1	2	3
50. Cost comparison	0	1	2	3
51. Grocery list	0	1	2	3
52. Meal planning	0	1	2	3

Subsection B Total = ☐

C. Clothing Care

53. Laundry skills				
(a) soiled/clean clothing	0	1	2	3
(b) loads dryer	0	1	2	3
(c) loads washer	0	1	2	3
(d) hangs/folds clothes for storage	0	1	2	3
(e) sorts dirty clothes	0	1	2	3
(f) uses laundry soap appropriately	0	1	2	3
(g) keeps shoes in good condition	0	1	2	3
(h) operates coin machines	0	1	2	3
(i) hand washes items	0	1	2	3
(j) uses softeners appropriately	0	1	2	3
(k) selects proper wash cycle	0	1	2	3
(l) keeps dryer filter free of lint	0	1	2	3
(m) selects proper dryer cycle	0	1	2	3
(n) mends clothes	0	1	2	3
(o) uses special drying care instructions	0	1	2	3
(p) pre-soaks items	0	1	2	3
54. Shopping skills				
(a) locates item	0	1	2	3
(b) selects proper size	0	1	2	3
(c) selects affordable item	0	1	2	3

Subsection C Total = ☐

D. Ironing

55. Ironing skills				
(a) plugs in iron	0	1	2	3
(b) unplugs iron	0	1	2	3
(c) stores equipment safely	0	1	2	3
(d) selects ironing surface	0	1	2	3
(e) selects items	0	1	2	3
(f) irons items	0	1	2	3
(g) uses starch/mist appropriately	0	1	2	3
(h) controls temperature	0	1	2	3

Subsection D Total = ☐

ITEM	PERFORMANCE	
	YES	NO

E. Household Management

56. House on fire	3	0
57. Handling hot dishes	3	0
58. Iron left on		
(a) what might happen?	3	0
(b) what action?	3	0
59. Need furniture	4	0
60. Clogged sink	4	0
61. House cleaning help	4	0
62. Broken water pipe	4	0
63. Thief at night	4	0
64. Neighbor's dog	4	0
65. Past-due electric bill	4	0
66. Storage of dangerous items	4	0
67. Smoking toaster	4	0
68. Bug spray	4	0
69. Trapped in bedroom fire	4	0
70. New apartment		
(a) rent	4	0
(b) landlord	4	0
71. Gas leak	4	0
72. Warning system	4	0
73. Locating housing	4	0
74. Reduce electric/gas bill	4	0
75. Electric overload	4	0
76. Protective equipment	4	0
77. Mixing cleaners	4	0
78. Uncut grass	5	0

Subsection E Total = ☐

F. Marriage

79. Cause of pregnancy	3	0
80. Divorce before re-marriage	4	0
81. Threats of spouse abuse	4	0
82. Marital problem-solving, wanting marriage break-up	4	0
83. Spouse abuse	4	0
84. Marriage license	4	0
85. Divorce procedure	4	0
86. Legal requirements before marriage	4	0
87. Premarital counseling	5	0
88. Marital problem-solving, wanting marriage to work	5	0
89. Child support, non-payment	5	0
90. Child custody	5	0
91. Spouse's debts	5	0
92. Credit rating after divorce	5	0
93. Property settlement	5	0
94. Marriage = legal contract	5	0

Subsection F Total = ☐

ITEM	PERFORMANCE YES	NO
G. Child Care		
95. Tooth decay prevention	4	0
96. Bathing baby	4	0
97. Drug abuse effects on pregnancy	4	0
98. Smoking effects on pregnancy	4	0
99. Head lice	4	0
100. Child abuse by spouse	5	0
101. Accidental poisoning	5	0
102. Storage of dangerous substances	5	0
103. Runaway child	5	0
104. Child neglect	5	0
105. Child breaks store window	5	0
106. Obtaining medicine	5	0
107. Child abuse	5	0
108. School attendance	5	0
109. Immunizations	5	0
110. Babysitter's information	5	0
111. Prevention of diaper rash	5	0
112. Child discipline help	5	0
113. Abnormal child development	5	0
114. Children's social development	5	0

Subsection G Total = ☐

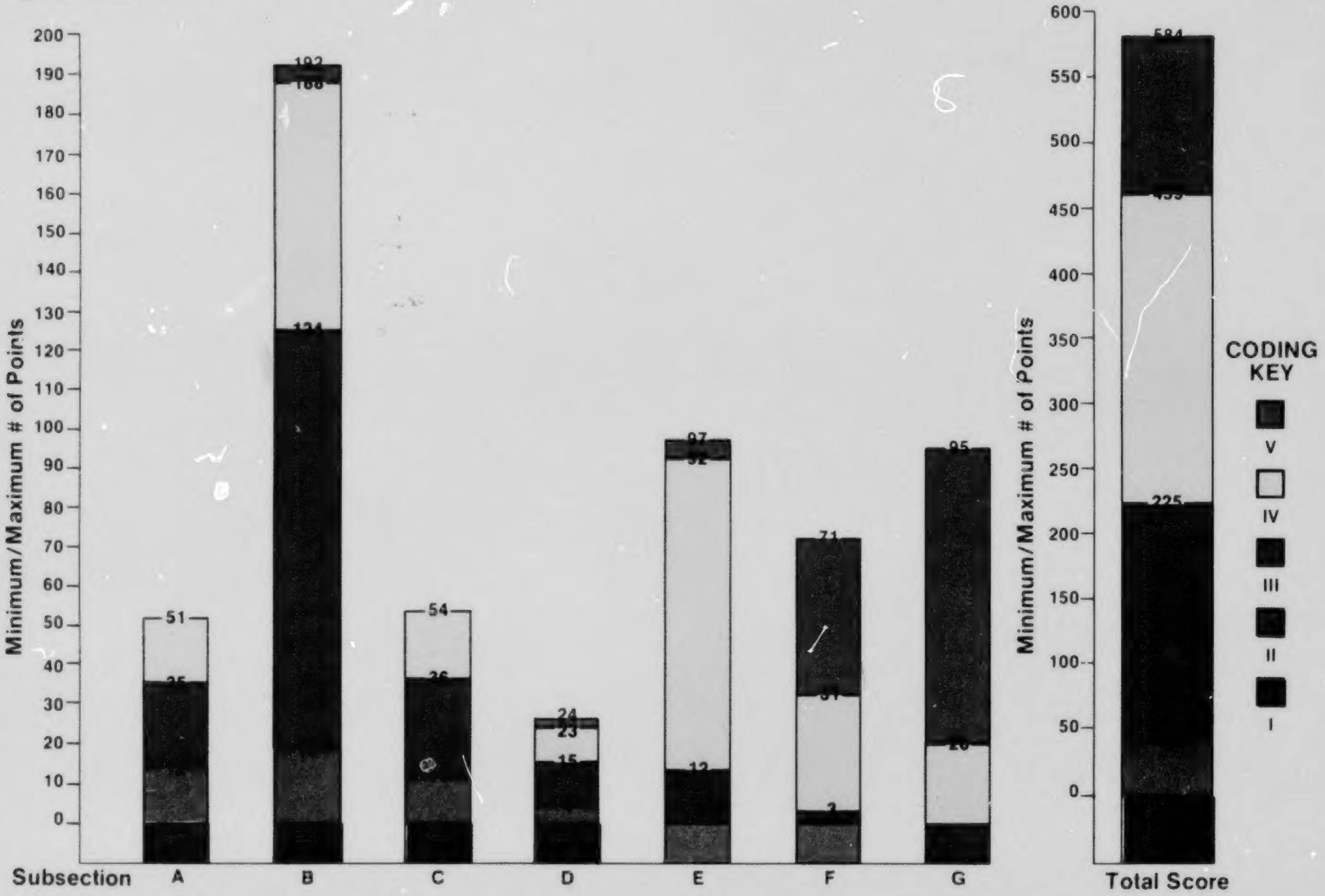
SCORING

The client's total score on the NILS FAMILY RESPONSIBILITY ASSESSMENT, as obtained by transfer and addition of all subsection totals to the spaces below, is:

SUBSECTION TOTAL	SUBSECTION
______	A. Home Management
______	B. Food Management
______	C. Clothing Care
______	D. Ironing
______	E. Household Management
______	F. Marriage
______	G. Child Care
______	FAMILY RESPONSIBILITY Total Score

RESULTS

Plot the client's total score and each subsection score within the appropriate range of points on each of the labeled bar graphs below:



INTERPRETATION

Match the color of the point range in which each subsection score and the total score are plotted to the coding key to obtain the Level of Supervision for each. Then transfer each Roman numeral to the corresponding spaces below.

SUBSECTION	A	B	C	D	E	F	G	TOTAL SCORE
LEVEL	____	____	____	____	____	____	____	______

The Levels of Supervision obtained on the subsections of this assessment indicate the client's relative strengths and weaknesses on the component tasks of FAMILY RESPONSIBILITY.

The client's total score on this assessment indicates that he/she demonstrates a general performance/knowledge of FAMILY RESPONSIBILITY comparable to individuals who may successfully function in a Level ______ environment.

National Independent Living Skills Screening Instrument
Guide to Scoring

Three rating scales are utilized throughout the NILS Screening Instrument for the two types of item format: (1) Observation (2) Interview/Performance.

INSTRUCTIONS:

A. For the observation tasks on the Health/Hygiene, Family Responsibility and Money Management sections, indicate the client's performance by circling the appropriate number for any of the following:

0 = Unable to Perform (U): The student/client does not exhibit the desired behavior or approximates the desired behavior only with hand-over-hand/ manual guidance. The student/client exhibits little or no concept of the task involved.

If a program/agency, does not provide opportunities for the student/client to practice or demonstrate particular skills (e.g., cooking, cleaning, making change, etc.), the client's performance should be rated "Unable to perform (U)" for those respective screening items. It is safer to assume that a client who has no opportunity to practice a particular skill would need training in this skill than to assume otherwise. If the independent living skills screening is inaccurate, the student/client could be misplaced in a living environment which requires utilization of skills he/she cannot perform. Thus, a costly and unnecessary failure for the client in his/her living environment, and possibly job placement as well, could occur as a result of a faulty assumption in screening.

1 = Physical Prompt (PP): The student/client exhibits some experience with and knowledge of the task involved but the client's performance approximates the desired behavior only when physical prompting (touching for the purpose of directing attention, stabilizing body parts or materials, or demonstration of desired behavior) and verbal/total communication prompting are utilized.

2 = Verbal/Total Communication Prompt (VP): The student/client exhibits the desired behavior but verbal/total communication prompting (speech, gestures or sign language for the purpose of redirecting attention, definition of words, repetition of instructions, simplification of language, or providing positive/negative feedback) was necessary for the performance criteria to be met.

Please Note: To assist in clarification of "prompting", the following examples are offered:

Physical prompts, e.g., touching client's elbow to help initiate movement in lifting a cup to his/her mouth; placing client's hand on open pants and pushing his/her hands downward to help initiate movement in lowering pants for toileting; etc.

Verbal Prompt, e.g., "That's good, what do you do next?" "You've done the first step. What do you do next?"; etc.

3 = Independent (I): The student/client performs the desired behavior and the behavior occurs routinely without physical or verbal/total communication

prompting. If the nature of a client's disability prohibits performance of the desired behavior, but the student/client initiates and directs another individual through the performance of the skill, it is considered to be independent performance.

You will notice that a limited number of items throughout the screening have an asterisk (*) placed in the margin. These items have been identified as not applicable to certain segments of the population, e.g., "Cares for menstrual hygiene" obviously does not apply to men. On items with asterisks the screener should rate the client's performance as Independent (I) if the item is not applicable for that particular student/client.

B. For the observation tasks on the Social/Interpersonal Skills and Maladaptive Behavior sections, indicate the student's/client's performance by circling the appropriate number for any of the following:

Maladaptive Behavior		Social/ Interpersonal
0 =	No Opportunity to Observe (N.O.): During the course of a student's/client's program/training, staff have not had the opportunity to observe this behavior.	= 0
3 =	Infrequently/Never (I/N): The student/client seldom or never demonstrates this behavior.	= 1
2 =	Occasionally (OCC): The student/client demonstrates this behavior, but it does not occur routinely, i.e., the student/client performs the behavior but the behavior does not occur on a regular basis in his/her routine activities.	= 2
1 =	Consistently (CON): The student/client regularly demonstrates this behavior in his/her routine performance, i.e., the student/client almost always exhibits this behavior in his/her regular activities.	= 3

C. For all interview/performance tasks the screener should prepare the student/client by explaining that questions and/or imaginary situations will be presented one at a time. The student/client must understand that he/she is to (1) answer each question and/or (2) decide what he/she would do in the hypothetical situations.

The screener indicates the student's/client's performance by circling the appropriate number for one of the following:

1 thru 6 = Yes: If the student/client is able to respond with any of the responses listed or an alternative answer that is viewed by the screener as a responsible action.

0 = No: If the student/client is unable to respond with any of the responses listed or gives an alternative answer that is viewed by the screener as a responsible action.

Note: Interview items may require probing by the examiner or alteration of the communication mode/language level. Screeners are cautioned, however, not to prompt (guide or direct) a student's/client's response.

NILS
SKILLS OF INDEPENDENT LIVING: SCREENING, ASSESSMENT AND CURRICULUM KIT

NATIONAL INDEPENDENT LIVING SKILLS
ASSESSMENT INSTRUMENTS
AND
CURRICULUM GUIDE

Volume III

By

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PREFACE

In November 1981, the Alabama Institute for Deaf and Blind was awarded a three-year grant project by Rehabilitation Services Administration. The purpose of the National Independent Living Skills (NILS) project was to develop an evaluation procedure and training program for adults (16 years and older) who may be hearing impaired/deaf, visually impaired/blind or multihandicapped/deaf-blind. A fundamental aspect of the project was a multidisciplinary approach to evaluation and training of independent living skills. The multidisciplinary team responsible for the development of project materials included the following disciplines: occupational therapy (OT), physical therapy (PT), recreation therapy, rehabilitation teaching and counseling. Basic operational assumptions underlying the development of project materials were as follows:

- Independent living skills constitute a continuum of skills and individuals fall on this continuum at different levels.
- Assessment and training of independent living skills is not just applicable to lower functioning individuals;
- Independent living skills do not vary for disabled or non-disabled persons;
- Independent living skills are critical to job performance;
- Independent living skills are not limited to the seven areas addressed in the NILS project; and
- Assessment and training of independent living skills is only one aspect of the independent living skills movement.

As a result of the NILS Project, a collection of materials has been developed and published as the SKIL:SACK, Skills of Independent Living: Screening, Assessment, and Curriculum Kit. Four major components are included:

(1) the National Independent Living Skills Screening Instrument,

(2) the National Independent Living Skills Assessment Instruments,

(3) the National Independent Living Skills Curriculum Guide, and

(4) the SPOTR, Screening for Physical and Occupational Therapy Referral tool.

The SPOTR identifies the need for referral to occupational/physical therapists for evaluation. Designed to be administered by non-therapists, this instrument attempts to provide an objective, cost-effective method of referral for therapy evaluation and/or services for individuals with sensory impairment. Utilization of this screening tool is also projected to be an effective means of defining the role of occupational and physical therapy on the rehabilitation team. Thus, use of this instrument may help an administrator to quantify OT/PT services his agency needs and may also facilitate interdisciplinary communication and collaboration.

Administrators of programs can utilize data from the SKIL:SACK for long-range planning at the local, state and regional levels to design and provide for the independent living skills service needs of disabled populations. It is anticipated that the instrumentation and curriculum guide developed in conjunction with the SKIL:SACK will provide the fields of education and rehabilitation a valid means of assessing students' skills, identifying areas of instruction and, ultimately, enhance independent living for the disabled adolescent and adult.

INTRODUCTION AND DEVELOPMENT

INTRODUCTION

The National Independent Living Skills (NILS) Assessment Instruments are a set of tools designed to be utilized by instructional personnel to assess a client's current level of functioning in seven independent living skills areas. The National Independent Living Skills Curriculum Guide outlines units of instruction for these seven independent living skills areas and includes an annotated bibliography of teaching resources for the instruction of independent living skills. The primary purpose of the instruments is to assess an individual's current skill level and knowledge base for each of the seven independent living skills areas and to indicate by a profile, the relationship of his/her functioning to a continuum of six supervision levels found in alternative living environments. The Index of Supervision Levels is defined in Appendix A. Information from the assessments provides a basis for delineating individual training objectives. The NILS Curriculum Guide provides instructional staff with units of instruction outlined according to the index of supervision levels, an overview of teaching resources and materials for independent living skills, as well as specific adaptations that may be incorporated in working with sensory impaired persons. The Curriculum Guide is presented in the latter sections of this manual.

Seven assessment instruments are included in this manual: (1) "Health/Hygiene", (2) "Family Responsibility", (3) "Money Management", (4) "Community Awareness", (5) "Legal Awareness", (6) "Social/Interpersonal Skills", and (7) "Maladaptive Behavior". "Health/Hygiene" assesses personal hygiene; basic first aid and safety; sexuality; substance abuse; and, personal health. "Family Responsibility" includes home maintenance, marriage, and child care. Money Management covers aspects of money identification, money values, making change, paying bills, credit, taxes and insurance. The "Social/Interpersonal" and "Maladaptive Behavior" Assessments serve as screening tools to determine the need for referral to counseling and/or mental health services.

The NILS Assessment Instruments were specificially designed to be utilized in conjunction with the National Independent Living Skills Screening Instrument. A basic premise of the NILS model is that independent living skills training should proceed from (a) screening, to identify the need for services, to (b) assessment, to identify client's strengths and knowledge and/or performance deficits, and then to (c) training, based upon objectives derived from assessment. The screening instrument provides a quick overview of the client's functioning in the seven independent living skills areas and illustrates the supervision level of each area on a profile. From the screening profile, a long-term "living goal" can be determined for an individual. For example, the results of the screening instrument may indicate that a person is functioning at the following supervision levels:

Area	Supervision Level
Health/Hygiene	IV
Family Responsibility	III
Money Management	IV
Community Awareness	III
Legal Awareness	II
Social/Interpersonal	IV
Maladaptive Behavior	IV

From this information, the long-term "living goal" may be to bring this person's overall supervision needs to a level IV. This individual would then be referred for instruction in the areas of "Family Responsibility", "Community Awareness" and "Legal Awareness". Training personnel would then administer the National Independent Living Skills Assessment Instruments for these three areas to determine the specific skills/concepts the client has and which skills/concepts need to be developed.

Therefore, the primary purpose of the National Independent Living Skills Assessment Instruments is to establish a baseline of objectives for instructional purposes. It is unlikely that all seven instruments would be administered to any one client at the same time. Rather, you would administer the indepth assessments only for those independent living skills areas that the screening results indicated as weak relative to the remaining areas. As independent living goals are met and possibly upgraded it is conceivable that over a period of time, all seven instruments could be administered to one individual. If the NILS Screening Instrument is not utilized prior to the administration of the assessment instruments, areas to be evaluated can be selected at the discretion of program staff.

Additionally, the assessment instruments have been designed so that a variety of staff can participate in the administration of any one tool. Accordingly, for "Health/Hygiene", residential staff/parent may administer the personal hygiene and eating sections. A nurse or social worker may be responsible for the medical history and/or sexuality sections. The instruments are intended to provide a means of interdisciplinary collaboration for assessment and training purposes. Results of the assessment are then utilized to delineate training objectives.

While the NILS Assessment Instruments have specifically been designed for utilization with sensory impaired adults, individuals having other disabilities were also included in the field test population. Thus, the NILS Assessment Instruments may be used in many types of settings with clients who have one or more of a variety of handicapping conditions.

Content

The National Independent Living Skills project presents seven independent living skills assessment instruments. A unique feature of these tools is that each item has been ranked according to the Index of Supervison Levels (Appendix A). Thereby, the results of each instrument profiles a client's current functioning level for that specific independent living skill area and for the individual subsections within each general area. A brief description of the seven instruments is provided below.

HEALTH/HYGIENE: The HEALTH/HYGIENE Assessment Instrument is a 298 item instrument with a possible total score of 1195 points. Ten subsections are included:

A. Personal Hygiene
B. Eating Skills
C. Grooming
D. Basic Health
E. Medical History
F. Knowledge of Medications
G. Adaptive Equipment
H. First Aid
I. Sexuality
J. Drug and Substance Abuse

FAMILY RESPONSIBILITY: This instrument contains 170 items with a total possible score of 584 points. Seven subsections are included:

A. Home Management
B. Food Management
C. Clothing Care
D. Ironing
E. Household
F. Marriage
G. Child Care

MONEY MANAGEMENT: The MONEY MANAGEMENT tool has 159 items for a possible total score of 639 points. This instrument is divided into eleven subsections:

A. Money Identification
B. Money Values
C. Making Change
D. Checking
E. Savings
F. Shopping
G. Budgeting and Bills
H. Credit
I. Paychecks
J. Taxes
K. Insurance

COMMUNITY AWARENESS: This instrument is composed of 132 items with a total score of 501 points. Three subsections are included:

A. Telephone/TDD
B. Community/Information Signs
C. General Community Living

LEGAL AWARENESS: The LEGAL AWARENESS tool incorporates 53 items for a possible total score of 254 points within four subsections:

A. Basic Laws
B. Legal System
C. Basic Rights
D. Contracts/Leases

SOCIAL/INTERPERSONAL SKILLS: This checklist contains 81 observation items and has a possible total score of 234 points.

MALADAPTIVE BEHAVIOR: This tool lists 39 observation items for a possible total score of 117 points.

DEVELOPMENT

Review of the Literature

Independent living skills training has been shown to be an integral part of the successful rehabilitation of disabled clients (Lockett, 1980; Sanderson, 1980). Over the past 10 years the independent living movement has been marked by the growth of community-based resources, by the passage of the 1978 Amendments to the Rehabilitation Act of 1973 (P.L. 93-112), and by the gradual refinement and specification of the concept of independent living (Petal, 1980). Title VII of the 1978 Amendments to the Rehabilitation Act of 1973 authorized the establishment of a program for independent living rehabilitation. The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978 (P.L. 95-602) defined the purpose of the independent living skills program as helping severely disabled persons to improve significantly either their ability to engage in employment or to function independently in their family or community.

Although the concept of independent living and the types of services involved in the provision of independent living skills programs have been defined (Pflueger, 1977; Petal, 1980; Rice & Roessler, 1980), little information addressing specific skills training is available. According to Woodrick (1980) ". . .education and rehabilitation centers throughout the nation are left to their own discretion on how independent living skills should be presented and taught to severely impaired clientele. The large majority are probably developed through trial-and-error methods. The outcome of these efforts is presently not known" (p. 1). Muzzio (1980) indicated that the following problems present barriers to the success of independent living training programs: the lack of experience in providing independent living skills services to severely disabled clients, the diversity and multiplicity of the needs of the population, and the limited financial resources available for this purpose.

If service providers are to facilitate and encourage a disabled individual's potential for managing his/her own affairs, for participating in day-to-day life in the community, for fulfilling a wide range of social roles and for minimizing physical or psychological dependence on others, the training of independent living skills becomes of paramount importance. Results of a current national survey (Iceman & Dunlap, In Press) found inconsistency in the evaluation and training of independent living skills. A lack of valid assessment instrumentation was evident, and respondents repeatedly acknowledged the lack of effective instructional materials.

The primary goal of the National Independent Living Skills (NILS) Project was to develop a comprehensive evaluation procedure and curriculum resource for seven areas of independent living skills: health/hygiene; family responsibility; money management; community awareness; legal awareness; social/interpersonal skills; and maladaptive behavior. An underlying premise of the NILS project staff was that evaluation should proceed from screening to indepth assessment. Information derived from the assessment process would then translate into training objectives. This principle is basic to the design of the National Independent Living Skills Assessment Instruments.

Methodology

An initial step in the development of the assessment procedures was to determine the current state of the art in evaluation of independent living skills. Two methods of compiling information were utilized: site visits to exemplary independent living skills programs for the sensory impaired and a nationally distributed survey questionnaire. Conclusions from the data generated by the site visits and the survey revealed a lack of valid assessment tools for the sensory impaired and a lack of evaluation tools which specifically addressed the seven areas designated in the NILS project objectives.

Prior to outlining the development process for the assessment instruments, the project staff defined principles to be considered in the design and function of the instruments. The following lists the operational assumptions basic to the purpose and utilization of the NILS Assessment Instruments:

- The assessment instruments should be broad in scope and valid for national distribution.
- The results of the assessments should provide personnel with information specific to the instructional needs of the client.
- Independent living skills are the same for all persons, handicapped and nonhandicapped.
- Independent living skills constitute a continuum of skills; people lie on this continuum at different levels. Independent living skills are not just applicable to low functioning people.
- An interdisciplinary approach provides an opportunity to 'pool' professional expertise to more effectively address the needs of any one individual.

Development of Assessment Items

To insure that the NILS Assessment Instruments would be applicable to a wide range of programs with a variety of disabled/nondisabled students, and to establish content validity, the project staff selected two separate groups to serve as reviewers for each phase of the instrument development. The first group, the Internal Committee, was composed of a minimum of two staff members from each of five departments at AIDB. A total of 23 professionals served on this committee. The second group, the External Committee, was a group of 65 professionals from 17 states that represented a variety of service delivery programs, e.g., rehabilitation facilities, residential schools, educational programs, advocacy centers, mental health programs, and homebound programs.

The first phase in the development of the instruments was the construction of a content outline for each of the seven independent living skills areas. The project staff initially proposed subsections for each area, such as 'First Aid' and 'Sexuality' under "Health/Hygiene". Next, topics for each subsection were listed. For example, under the subsection 'Sexuality', the following topics were included: birth control, sexually transmitted diseases, body parts and hygiene. Once the content outlines were sketched they were forwarded, first, to the Internal, and second, to the External Committees. Both committees were requested to review the seven content outlines and comment on the following questions for each:

a) Are the topics within the subsections comprehensive?

b) Are the subsections relevant to the areas of independent living skills?

c) Are there significant omissions?

d) Do you recommend modifying the outline?

A subjective analysis of the reviewers' comments followed with revisions effected accordingly. Once the content outlines were confirmed, criteria were then established as a guide for the development of the assessment items. These criteria specified that the items in the NILS Assessment Instruments should:

1. include the broadest possible sampling of independent living skills for each of the seven major areas;
2. assess the abilities of blind/visually impaired persons and deaf-blind individuals without penalty for visual deficits;
3. assess the abilities of deaf/hearing impaired persons and deaf-blind individuals without penalty for language/communication deficits;
4. be nonthreatening to adults;
5. permit simple and objective scoring; and
6. communicate findings meaningfully in order to facilitate follow-up independent living skills instruction.

Adhering to these established criteria, items from formal and informal assessments utilized by independent living skills instructional personnel (McCarron, L. T., & Stall, C. H., 1981; Richmond, B., & Hicklighter, R., 1980; Walls, R, Zane, T., & Thvedt, J., 1979; and Wechsler, D., 1974) were then reviewed and considered. Concurrently, assessment items were derived from task analysis of specific behaviors listed in the content outline. Special care was taken to develop items that would include behaviors representative of all six living levels from the Supervision Index (Appendix A).

Content validity of the assessment items was established by the Internal and External Review Committees. The draft items were forwarded to all committee members with a corresponding response sheet. The reviewer was asked to check one of three columns, 'Maintain', 'Delete' or 'Modify', for each item. If the 'Modify' or 'Delete' columns were checked the reviewer was asked to indicate 'how' and/or 'why' respectively in the space provided. When these response sheets were returned, the reviewers' comments were subjectively analyzed. Minor revisions in the items were incorporated as a result of this review process.

The ensuing step in the development of the assessment items was to edit the items with consideration for administration to deaf persons. A registered interpreter for the deaf and a teacher of the deaf were asked to examine each item critically and determine if the wording was adequate to enable an examiner to fluently and effectively administer the item to a deaf individual. The recommendations of these two experts were included in the final drafts of the instruments.

The final step in developing the assessments was to rank each item of the instruments according to the Index of Supervision Levels described in Appendix A. The Advisory Committee and both review committees were involved in this ranking process. These individuals were requested to rank each item as I - VI in response to the following questions:

1. For the observation items, "what is the highest level (of living) that will accommodate an individual who
   (a) is unable to perform this task?
   (b) requires physical prompting to perform this task? or
   (c) requires verbal/total communication prompting to perform this task?"

2. For the interview items (Yes/No), "At what level of living would an individual be expected to perform or demonstrate knowledge of this item's subject matter?"

All rankings were hand tabulated. The number of responses per level for each item was then calculated. The mode was utilized to designate a rank for each item. If response frequencies were the same for two consecutive levels, e.g., Levels III and IV, the lower living level was assigned to that item.

When two nonconsecutive levels had the same number of responses, e.g., Levels III and V, the average of those two numbers was designated as the rank for that item.

Field Test

Once all items had been ranked according to the living levels, the instruments were prepared for field testing. Two hundred seventy-eight students/clients from more than 25 programs across the United States participated in the field test study. Participants represented education, rehabilitation and mental health agencies and included students/clients from residential, group home and supervised apartment living environments. One demographic information questionnaire and recording forms for all seven instruments were completed for each student/client.

Table 1 illustrates the characteristics of the 278 field test participants. Sixty-one percent of the subjects were male, 39% female. Fifty-eight percent of the subjects were white, 41% black and 1% Hispanic. Ages ranged from 11 years to over 50 years with more than half of the participants falling within the 16 - 20 years old range.

Table 1

Characteristics of Field Test Participants

Characteristic	Percent
Sex	
Male	61
Female	39
Race	
White	58
Black	41
Hispanic	1
Age In Years	
0 - 10	0
11 - 15	2
16 - 20	56
21 - 25	12
26 - 30	7
31 - 35	4
36 - 40	4
41 - 45	5
46 yrs. and older	10
IQ	
Above Average (110 and above)	3
Average (90 - 109)	7
Low Average (80 - 89)	10
Borderline (70 - 79)	13
Mild (55 - 69)	25
Moderate (45 - 54)	15
Unknown	27

n = 278

Table 2 illustrates the primary and secondary disabilities of the subjects. Thirty-eight percent of the subjects had a primary handicapping condition of mental retardation; 28% hearing impairment; 14% visual impairment; 18% were deaf-blind; 1% physically disabled; and 1% emotionally conflicted.

Table 2

Primary and Secondary Handicapping Conditions

Disabilities	Percent	
	PRIMARY	SECONDARY
Hearing Impaired	28	12
Visually Impaired	14	25
Deaf/Blind	18	12
Mental Retardation	38	42
Speech/Language	0	18
Physically Impaired		
Mild		9
Moderate	1	13
Severe		7
Emotional Conflict		
Mild		7
Moderate	1	11
Severe		2

n = 278

Twelve states were represented in the field test study. Table 3 lists these states and identifies the number of participants from each state.

Table 3

States and Numbers of Individuals Involved in the NILS Assessment Instruments Field Test

State	Number of Individuals
Alabama	133
Arkansas	10
California	1
Florida	10
Illinois	28
Kansas	1
Kentucky	4
Louisianna	2
Minnesota	7
Mississippi	76
Missouri	2
Tennessee	4

n = 278

Often, students/clients in various types of training facilities must live in environments that provide more supervision that the student's/client's actual skills would demand. Two questions on the demographic information sheet requested the evaluator to rank the student/client according to the Supervision Index levels (Appendix A) to determine these differences:

(1) "In the client's current living placement, what is the level of supervision provided (I-VI)?"

(2) "In your opinion, if appropriate facilities or opportunities were available, at what living level of supervision do you think this student could be placed (I-VI)?"

Table 4 summarizes the responses to these two questions.

Table 4

Current and Projected Living Levels of Field Test Participants

	Levels					
	I	II	III	IV	V	VI
Current Living Levels	1	194	52	17	4	10
Projected Living Levels	1	123	69	39	27	19

n = 278

The disparity between these sets of data suggests that a number of the field test individuals are currently living in environments providing more supervision than required. That is, the field test evaluators projected that for some of the field test sample, skills were demonstrated which would have allowed them to live in an environment with less supervision if such environments were available. The projected living levels data will be discussed further in the data analysis section.

Data Results and Analysis

Data analysis for the NILS Assessment Instruments was conducted utilizing the Statistical Package for Social Science (SPSS).

The initial step of the data analysis was to calculate the frequency of responses for each individual item. The items were then reordered hierarchially from least to most difficult to perform by examining the number of individuals who could perform each task. That is, the larger the number of field test participants who could answer/perform a particular item, the "easier" that item was considered to be. Conversely, the fewer the number of individuals who could answer/perform a particular item, the "more difficult" that item was considered to be.

The second step in the data analysis was to assign points to each item to make it possible to obtain, by Supervision Levels I - VI, scores for each subsection and total assessment instrument. Points were assigned accordingly:

1. For the observation items rated by "Unable" (U), "Physical Prompt" (PP), "Verbal/Total Communication Prompt" (VP), and "Independent" (I) - These points were assigned as '0', '1', '2', '3', respectively. Therefore, a person demonstrating a greater degree of independence received a higher number of points.

2. For the interview items, the points given to an item corresponded to the Supervision Level assigned to that item. So, if an item was ranked a Level III, an individual who correctly responded to the question would receive 3 points. Again, any individual who was able to answer the more difficult items received a higher score.

3. For the "Social/Interpersonal" and "Maladaptive Behavior" Checklists - The observation items were rated according to frequency of occurrence as (1) "No Opportunity to Observe" (N.O.), (2) "Consistently" (CON), (3) Occassionally (OCC), and (4) "Infrequently/Never (I/N). For the "Social/Interpersonal Checklist" the points assigned were '0', '3', '2', '1', respectively. For the "Maladaptive Behavior Checklist" the order of the points was reversed to '0', '1', '2', '3'. An individual who demonstrated positive behaviors on a frequent basis, thus, received a higher score.

Once the value of points was assigned, the maximum number of points for each of the six living levels was calculated by subsection and, then, total scores were computed for each assessment. This information is presented in Appendix C. These scores constitute the "instrument scores" utilized to identify a client's level of functioning from the assessment instruments. From Appendix C one can determine the range of points that constitutes Levels I - VI for each subsection and by total scores for each assessment. For example, on "Health/Hygiene" Subsection B, 'Eating Skills', an individual whose score falls within the range of 1 - 18 points would be considered to be functioning at a Level II environment. For that same subsection a score within the range of 41 - 60 points would constitute a Level IV supervision level.

Next, mean scores and standard deviations were calculated for the subsections of each assessment instrument. This information is found in Appendix D. Reviewing Appendix D, it appears that as the degree of difficulty of the content within the assessment items increases (e.g., dressing skills versus substance abuse), the proportion of the standard deviation to the mean score increases. This information suggests that individuals with a wide range of skills were included in the field test sample.

Inter-item correlation coefficients were computed by comparing the relationship of each item to its individual subsection. Results were examined to determine the level of correlation between each item and its subsection. Items that had a correlation coefficient of .30 or below would have been eliminated. No items were removed during this process.

Cronbach's Alpha was computed for the subsections of each assessment. These coefficients are listed in Appendix D. Of thirty-seven subsections across the seven independent living skills instruments, only two 'Food Management' and 'Budgeting and Bills', had coefficients below .87. Crombach's Alpha for the individual subsections was evaluated to determine if an improved coefficient could be attained by removing one or more items. No items were deleted.

In the section of this manual which describes the field test, the assignment of projected living levels to the field test sample was explained. Often, students/clients in various types of training facilities must live in environments that provide more supervision than these students/clients actual skills demand. The field test evaluators were asked to project the level of living within which a student/client could be placed if the appropriate facilities and opportunities were available. These levels are referred to as the projected living levels. A final step in the data analysis was to illustrate frequency distributions of the instrument scores obtained by the field test sample compared to their respective projected living levels by percentiles. This information is presented in Appendix E.

In comparing the projected living levels and instrument scores (Appendix E) to the calculated living levels established by the instrument scores (Appendix C) a discrepancy is evident between the level at which actual assessment results would place a student/client and the level projected by the field test evaluators for that same client. This information is provided to be utilized at the discretion of an evaluator and may allow a more flexible interpretation of the NILS Assessment Instruments to better meet the overall needs of a student/client. The authors have adopted the position, however, that the calculated scores and living levels generated through the instruments are a better indication of the student's/client's current abilities.

Inter-rater Reliability

One weakness of the NILS Assessment Instruments is the lack of inter-rater reliability information. Two factors were considered that led the project staff to conclude this process to be impractical. First, determination of inter-rater reliability on all seven instruments would have required administration of each instrument twice to a large number of students. Due to the length and depth of the instruments, the staff felt it would have been a burden on both the clients/students and the various facilities' staff to have participated in the process two times. Second, few facilities employ sufficient staff with the specialized communication skills to work with deaf or deaf-blind individuals. Since special communication considerations had to be incorporated into the administration process, many programs would not have had the staff to have conducted the assessment process twice with varying personnel.

GENERAL DIRECTIONS

Effective administration of the NILS Assessment Instruments requires careful planning and implementation of the evaluation process. Thorough familiarity with the manual and the recording forms, advanced preparation of the physical setting and equipment, realistic scheduling of clients and areas, consideration of communication modes specific to each case, and the ability to establish rapport with the individuals to be evaluated are essential to the process.

Evaluator Qualifications

The NILS Assessment Instruments are designed to be administered by instructional personnel, e.g., rehabilitation teachers, vocational evaluators, social workers, recreation specialists, independent living skills instructors, etc., but this does not preclude nurses, residential staff or other personnel from the evaluation process. Regardless of the evaluator's background, the following qualifications are necessary for effective utilization of these instruments:

1. No specialized training or credentials are needed prior to administration of the NILS Assessment Instruments. However, a working knowledge of the standards for administration and interpretation of various standardized testing procedures is required. Familiarity and practice with the mechanics of the assessment instruments will enhance the evaluator's feelings of self-confidence and enable the examiner to concentrate on the client rather than the manual.

2. These instruments are designed to be administered by personnel who are most familiar with a student's/client's performance in each of the independent living skills areas, for example, a residential staff person may be the most qualified to administer the "Home Management" and "Personal Hygiene" sections of the instruments. A school nurse may be the most appropriate person to administer the 'Use and Abuse of Drugs' and 'Sexuality' sections. If the staff person who is responsible for the instruction of material in a particular independent living skill area is different from the individual most familiar with the client, these persons should collaborate in a joint interview or observation period to insure the validity of the assessment information.
3. Proficiency in the client's primary mode of communication and language skill level is crucial. Use of an interpreter is advisable in situations when understanding by the deaf/hearing impaired client is questionable. Please refer to the "Special Considerations" section for specific administration guidelines for sensory impaired persons.

Intended Population

The NILS Assessment Instruments were specifically developed to be used with individuals sixteen years of age or older who have a primary disability of deafness/hearing impairment, blindness/visual impairment or who are deaf-blind. While specifically intended for use with adult sensory impaired individuals, they are, first and foremost, assessments of abilities basic to independent living skills and those independent living skills are the same for all persons, with or without handicapping conditions. Personnel who are working with younger adolescents may also find the scope and content of these tools appropriate to their needs. The NILS Assessment Instruments have been field-tested with individuals with other types of disability in addition to, and exclusive of, sensory impairment. Thus, these tools may be useful in a variety of settings with clients who are not sensory impaired, e.g., the developmentally disabled.

Equipment

The materials and equipment required for administration of the NILS Assessment Instruments are listed by area in Appendix B of the manual.
Most of the items are commonplace objects which are readily available and relatively inexpensive.

Instrument Format

The instruments utilize two assessment formats: observation and student/client interview. Observation calls for the evaluator to directly monitor a student's/client's performance of specific activities over a given amount of time. These activities should be observed during the student's/client's daily routine whenever possible. Simulated situations should be used only when unavoidable. In instances where an evaluator is unfamilar with a student's/client's routine performance, an observation period of four weeks is suggested.

The second assessment format utilizes an interview process with the student/client. The student/client then responds with his/her decision of the action to be taken or with information specific to each situation. For each of the independent livng skills areas, the observation items are presented first in the manual with the interview items second. This holds true for sections within each area. For example, in the "Health/Hygleine" instrument, there are several sections - 'First Aid', 'Personal Hygiene', 'Sexuality', etc. For each of these sections the observation items would be listed initially with the interview items following, as applicable.

Recording Forms

Each of the seven independent living skills assessments has a separate recording form.

The recording forms list, by columns, an abbreviated version of each item by subsection for the respective instruments. The appropriate rating scale heads a second column of corresponding point values adjacent to each item. Once an item has been administered, the evaluator circles the point value under the appropriate rating of the client's performance. The numerical total for each subsection should be recorded in the box provided at the end of that subsection. These subsection totals are then to be transferred to the last page of the recording form to obtain a total score.

The back page of each recording form provides a color-coded bar graph which serves as a profile of the supervision index levels for each of the independent living skills assessment instruments. Once the subsection totals have been transferred to the back page and added to determine the total score the evaluator plots the student's/client's score for each subsection and the total score within the appropriate range of points on the labeled bar graph columns. The color-coded graph allows the evaluator to interpret the client's current functioning level for each subsection and for the total score on the independent living skills instrument.

Rating Procedures

Three methods of rating a client's performance or knowledge level are utilized in the NILS Assessment Instruments. A laminated copy of these scales is provided in the back of the manual for easy reference and use by the evaluator. Any one instrument may utilize more than one rating scale. The evaluator(s) should become familiar with all of the rating scales prior to administration of any item.

Rating Procedures for Observation/Performance Items:

The first rating format to be defined is used with the observation items found in these instruments:

Health/Hygiene
Family Responsibility
Money Management

The observation items are presented in hierarchial order according to the degree of difficulty from least to most difficult. Each item requires the evaluator to rate the student's/client's performance with one of four descriptors: (1) Unable to Perform, (2) (Requires) Physical Prompts, (3) (Requires) Verbal/Total Communication Prompts and (4) Independent. The evaluator will notice that in the manual each item was assigned a rank of Levels I - VI correlating to the Supervision Index (Appendix A). The evaluator should not be concerned with these assigned living levels during the administration process.

The observation items should be completed by the evaluator(s) after he/she has monitored the student's/client's ability to perform the task on a routine, daily basis. Simulated situations should be used only when unavoidable.

The four-point rating scale is defined as follows:

1. Unable to Perform (U): The client does not exhibit the desired behavior or approximates the desired behavior only with hand-over-hand/manual guidance. The client exhibits little or no concept of the task involved.

   If a program/agency, does not provide opportunities for the student/client to practice or demonstrate particular skills (e.g., cooking, cleaning, making change, etc.), the student/client's performance should be rated "Unable to Perform (U)" for these respective assessment items. It is safer to assume that a client who has no opportunity to practice a particular skill would need training in this skill than to assume otherwise. If the independent living skills asssessment is inaccurate, the client could be misplaced in a living environment which requires utilization of skills he/she cannot perform. Thus, a costly and unnecessary failure for the client in his/her living environment, and possibly job placement as well, could occur as a result of a faulty assumption in assessment.

2. Physical Prompt (PP): The student/client exhibits some experience with and knowledge of the task involved but the student's/client's performance approximates the desired behavior only when physical prompting (touching for the purpose of directing attention, stabilizing body parts or materials, or demonstration of desired behavior) and verbal/total communication prompting are utilized.

3. Verbal/Total Communication Prompt (VP): The student/client exhibits the desired behavior but verbal/total communication prompting (speech, gestures or sign language for the purpose of redirecting attention, definition of words, repetition of instructions, simplification of language, or providing positive/negative feedback) was necessary for the performance criteria to be met.

Please Note: To assist in clarification of "prompting", the following examples are offered:

Physical Prompts, e.g., touching student's/client's elbow to help initiate movements in lifting a cup to his/her mouth; placing student's/client's hand on open pants and pushing his/her hands downward to help initiate movement in lowering pants for toileting; etc.

Verbal Prompt, e.g., a reminder to the client, "That's good, what do you do next?", "You've done the first step. What do you do next?"; etc.

4. Independent (I): The student/client performs the desired behavior and the behavior occurs routinely without physical or verbal/total communication prompting. If the nature of a student's/client's disability prohibits performance of the desired behavior, but the student/client initiates and directs another individual through the performance of the skill, it is considered to be independent performance.

You will notice that a limited number of items throughout the assessments have an asterisk(*) placed in the margin. These items have been identified as not applicable to certain segments of the population, e.g., "Cares for menstrual hygiene" obviously does not apply to men. On items with asterisks the evaluator should rate the client's performance as Indepedent (I) if the item is not applicable for that particular student/client.

Rating Procedures for Interview Items:

A second rating scale is utilized with items requiring student/client interview.

Interview items are found in the following instruments:

Health/Hygiene	Community Awareness
Family Responsibiliy	Legal Awareness
Money Management	

"Evaluator Says"	Sample Response	Yes	No	Level
"A hypothetical situation is written in quotes for the evaluator to present to the client."	The sample response column lists one or more appropriate responses for the student	___	___	II

The items are listed in hierarchial order according to the degree of difficulty from least to most difficult. Additionally, each item has an assigned living level listed in the right-most column of the manual.

The evaluator should not be concerned with the living level of the items during the administration process. Prior to administration of any interview item, the evaluator should prepare the student/client by explaining that questions and/or imaginary situations will be presented to him/her one at a time. The student/client must understand that he/she is to: (1) answer each question and/or (2) imagine that he/she is in the hypothetical (pretend) situation and decide what he/she would do in that situation. Once the instructions have been given to the student/client, the evaluator may wish to have the student/client restate the instructions to insure that the client understands the process. The student/client may have to be reminded of these instructions periodically.

Once the instructions have been clearly communicated, the evaluator can begin to present the items. The evaluator will describe/demonstrate each question/situation one at a time to the student/client. The evaluator then waits for the student/client to respond/demonstrate one or more of the appropriate solutions. Please note that many situations afford a variety of solutions; answers may vary as long as the basic concept remains intact. If the student/client is able to respond with any of the appropriate solutions listed, the administrator should circle the points under the "Yes" column for that item on the recording form.

Interview items may require probing by the examiner to clarify and/or expand the client's response(s). Probing should not be confused with prompting. Prompting serves the purpose of guiding or directing the client's response. Probing merely encourages the client to further explain his/her response.

If the student/client is unable to respond or responds with a solution that is not equivalent to any of the sample responses, the examiner should circle the '0' under "No" section for that item on the recording form. If the student does not respond to the situation, the examiner should attempt to describe the situation utilizing alternative language levels/ communication modes including mime, gestures, etc. If repeated attempts to describe the situation fail to elicit a response, the examiner should circle the '0' for "No" following the item. If the student begins to display frustration due to his/her inability to answer several situations, the examiner may wish to discontinue administration of the instrument.

Notice that a limited number of items throughout the assessments have an asterisk(*) placed in the margin. These items have been identified as not applicable to certain segments of the population, e.g., "You are deaf, you need an interpreter. ...," does not apply to a blind individual. On items with asterisk (only) the evaluator should circle the number in the appropriate "Yes" column if the item is not applicable for that particular client.

Rating Procedures for the "Social/Interpersonal" and "Maladaptive Behavior" Checklists:

A different four-point rating scale is used to score a student/client's performance/behavior on the Social/Interpersonal Checklist and the Maladaptive Behavior Checklist. These observation items are presented in hierarchial order according to the degree of difficulty from least to most difficult. Each item requires the evaluator to rate the student's/client's performance with one of four descriptors: (1) No Opportunity to Observe, (2) Consistently, (3) Occasionally and (4) Infrequently/Never. The evaluator will notice that in the manual each item was assigned a rank of Levels I - VI correlating to the Supervision Levels (Appendix A). The evaluator should not be concerned with these assigned living levels during the administration process.

The observation items in the "Social/Interpersonal" and "Maladaptive Behavior" Checklists should be completed by the evaluator(s) after he/she has monitored the student's/client's ability to perform the task on a routine, daily basis.

This second four-point rating scale is defined as follows:

1. No Opportunity to Observe (N.O.): During the course of a student's/client's program/training, staff have not had the opportunity to observe this behavior.
2. Infrequently/Never (I/N): The client seldom or never demonstrates this behavior.
3. Occasionally (OCC): The client demonstrates this behavior, but it does not occur routinely, i.e., the client performs the behavior but the behavior does not occur on a regular basis in his/her routine activities.
4. Consistently (CON): The client regularly demonstrates this behavior in his/her routine performance, i.e., the client almost always exhibits this behavior in his/her regular activities.

Special Considerations

Administration to Hearing Impaired/Deaf Individuals

One major objective in the design of the NILS Project Instruments was to develop material sensitive to the needs of hearing impaired/deaf individuals. Traditionally many assessment tools have been inappropriate for this population due to the lack of normative data, strict standardization and administration requirements regarding language and/or test dependence on reading skills.

There is a wide range of communication and language skills among the hearing impaired population. Furthermore, there is not one communication system that can be utilized consistently with all hearing impaired persons. It is of critical importance in the administration of the interview items of the NILS Assessment Instruments that the evaluator direct primary attention to assessment of the student's/client's knowledge base. The evaluator is not evaluating the client's ability to understand/use the evaluator's mode of communication and language level nor the evaluator's ability to understand/use the client's mode of communication and language level. It is crucial that the interview process does not interfere with or take precedence over assessing the student's/client's skill level. Because of the necessity of using appropriate administration procedures with the hearing impaired, the following guidelines for administration of the NILS Assessment Instruments to hearing impaired/deaf clients are important to accurate assessment:

1. Any evaluator working with hearing impaired/deaf students/clients, in addition to having an understanding of the psychosocial aspects of deafness, should be familiar with the regional/local/cultural differences that affect communication within this population.
2. Prior to administration of an instrument, each student/client should be evaluated to determine his/her primary mode of communication and language skill level.
3. Selection of an evaluator, in addition to the professional's familiarity with the student/client and with the particular independent living skills to be assessed, should be based upon demonstrated competency in the client's primary mode of communication and language skill level. In the event that the screener is not competent in the student's/client's primary mode of communication and/or language skill level, utilization of a certified interpreter for the deaf should be considered.
4. If an interpreter is utilized, it is recommended that the evaluator become familiar with the code of ethics for interpreters and the parameters of that role as well as the certification levels governed by state and national organizations. An interpreter should not be expected to administer the screening but should serve as a "tool" which the evaluator uses to facilitate understanding for the client and, thus, to elicit optimal performance. Prior to administering an instrument, the potential evaluator and interpreter should review the instrument to make notations about alternative methods of communicating each item so as to best accommodate the language level of the hearing impaired person without changing the intent of the assessment tasks.

5. During the assessment, the evaluator is allowed to "probe" to elicit from the client further clarification of his/her response. A deaf individual may react with what seems to be an unusual or "wrong" answer. However, if the evaluator probes or questions that response because of an understanding of the culutural aspects of deafness, an acceptable explanation may be elicited that clarifies the initial response. For example, if the situation presented is "You are out of work. You want to find a job. Where could you go for assistance in finding a job?" A deaf individual may respond with "to my minister". With probing, "Why go to your minister?", the client might explain that the minister assists/interprets for people going to the employment office to look for jobs. Therefore, his/her response is appropriate.
6. If the evaluator senses frustration on the part of the student/client, the assessment should be discontinued. Additionally, the evaluator must be in touch with his/her own frustration level and continually monitor whether or not the communication process is functioning at an optimal level. In any event, the evaluator must be willing to stop the evaluation if such extraneous factors might alter the validity of the client's assessment.
7. Refer to the NILS Curriculum Guide "Special Considerations/ Adaptations for the Hearing Impaired/Deaf", for further suggestions.

Administration to Visually Impaired/Blind Individuals

Another major objective in the design of the NILS Project Instruments was to develop material sensitive to the needs of visually impaired/blind individuals. Traditionally, many assessment tools have also been inappropriate for this population due to the lack of normative data, strict standardization and administrative procedures, and/or test dependence on visual skills. There is a wide range in learning styles among the visually impaired/blind population. Furthermore, there is a vast range of differences in their experiential backgrounds and, thus, in levels of concept and language development. For example a congenitally blind person may use, or appear to understand, words/concepts that he may not actually comprehend because of limited real-life experiences. Because of the necessity of using appropriate administration procedures with the visually impaired, the following guidelines for administration of the NILS Assessment Instruments to visually impaired/blind persons are important to successful evaluation:

1. Prior to administering any of the assessment tools, the evaluator should review the directions to make notations about alternative methods of communicating each item so as to best accommodate the conceptual abilities of the visually impaired student/client without changing the intent of the screening tasks.
2. Occasionally the evaluator may encounter a blind client who becomes confused or distracted by words such as "look, see," etc. If this problem should arise, the evaluator may change the wording, taking care to maintain the basic intent of the item(s).
3. During the evaluation process, the examiner must take care not to overload the student's/client's processing abilities with excessive verbal input within too short of a time period. Some blind individuals may require extra time to assimilate and process sensory impressions before he/she is able to respond or perform optimally.

4. The safety of the client must be considered a priority throughout the evaluation process. It is essential that the client be given adequate opportunity and assistance to become oriented to an unfamiliar environment in order to assure optimal performance on all tasks. Hill and Ponder (1976) describe "self-familiarization" and "sighted guide" techniques which may be used by the evaluator prior to and during the assessment.
5. Refer to the NILS Curriculum Guide, "Special Considerations/Adaptations for the Visually Impaired/Blind", for further suggestions.

Administration to Deaf-Blind Individuals

Another major objective in the design of the NILS Project instruments was the development of material sensitive to the needs of deaf-blind individuals. As with the hearing impaired/deaf and visually impaired/blind, few assessment tools have been appropriate for the deaf-blind population. The evaluator must maintain an awareness of the tremendous impact that the combination of auditory and visual deficits has upon the functioning abilities of an individual.

The following guidelines for evaluation of deaf-blind individuals, in addition to those previously suggested for the visually impaired/blind and hearing impaired/deaf, are important for successful administration of the NILS Assessment Instruments:

1. Utilize whatever residual vision/hearing the student/client may have.

2. Provide consistency in the way cues are given. Present language cues that are simple and clear.
3. Allow additional time for the student/client to "Braille" the evaluator's demonstration of tasks.
4. Refer to the NILS Curriculum Guide, "Special Consideration/Adaptations for Deaf-Blind and Multihandicapped Sensory Impaired", for further suggestions.

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HEALTH/HYGIENE ASSESSMENT

	Unable 0 pts.	Physical Prompt 1 pt.	Verbal Prompt 2 pts.	Inde/dent 3 pts.
A. Personal Hygiene				
1. During a period of observation by residential staff, the student demonstrates the ability to perform the following tasks in maintaining good personal hygiene and grooming:				
(a) Care for toileting needs without accident	___II	___II	___III	___IV
(b) Put on clothes	___II	___II	___III	___IV
(c) Manage buttons, zippers, snaps, hooks, etc.	___II	___II	___III	___IV
(d) Apply deodorant	___II	___II	___III	___IV
(e) Brush teeth/clean dentures	___II	___II	___III	___IV
(f) Put on and tie shoes	___II	___II	___III	___IV
(g) Bathe/Shower	___II	___II	___III	___IV
(h) Comb/brush hair	___II	___II	___III	___IV
(i) Shampoo hair	___II	___II	___III	___IV
*(j) Women: Care for menstrual hygiene	___II	___II	___II	___III
*(k) Men: Trim/shave facial hair	___II	___II	___III	___IV
*(l) Women: Apply make-up appropriately	___II	___II	___III	___IV
(m) Clean and trim nails	___II	___II	___III	___IV
2. When observed by residential staff in performance of routine personal hygiene and grooming tasks, the student obtains, uses, and maintains an adequate supply of materials, e.g., shampoo, soap, deodorant	___II	___II	___III	___IV
B. Eating Skills				
3. During a period of observation, the student consistently uses socially-acceptable eating skills at mealtimes as evidenced by:				
(a) Swallows liquids/foods with mouth closed and head upright (not tipped backward into extension)	___II	___II	___III	___IV
(b) Glass/cup held in one hand	___II	___II	___III	___IV
(c) Drinks from glass/cup without spilling/leakage	___II	___II	___III	___IV

	Unable 0 pts.	Physical Prompt 1 pt.	Verbal Prompt 2 pts.	Indep/dent 3 pts.
3. (d) Leaves table when finished	___II	___II	___III	___IV
(e) Locates place and seats self	___II	___II	___III	___IV
(f) Closes mouth when chewing	___II	___II	___III	___IV
(g) Eats at moderate pace, i.e., without gulping and with reasonable time	___II	___II	___III	___IV
(h) Opens and closes containers/packets in neat manner, e.g., sugar, ketchup, jelly, etc.	___II	___II	___III	___IV
(i) Holds spoon or fork with thumb, index, and middle fingers of dominant hand	___II	___II	___III	___IV
(j) Carries own food to table	___II	___II	___III	___IV
(k) Opens and pours from containers without spilling	___II	___III	___III	___IV
(l) Uses appropriate utensils for various foods, e.g., fork for salad, spoon for soup, etc.	___II	___II	___III	___IV
(m) Places garbage in designated area at meal's end	___II	___II	___III	___IV
(n) Maintains neat eating area	___II	___II	___III	___IV
(o) Applies seasonings/condiments appropriately	___II	___II	___III	___IV
(p) Uses napkin appropriately	___II	___III	___III	___IV
(q) Absence of inappropriate behaviors, e.g., playing in food, taking food from others, talking with full mouth, reaching across table, etc.	___II	___II	___III	___IV
(r) Uses bread or knife as "pusher" when needed	___II	___II	___III	___IV
(s) Uses knife for spreading	___II	___II	___III	___IV
(t) Cuts food with knife	___II	___II	___III	___IV

C. Hygiene/Grooming

4. During a period of observation, the student practices a regular personal hygiene and grooming routine as evidenced by 90-100% consistency in maintaining a socially-acceptable personal appearance according to the following criteria:

	YES	NO	LEVEL
*(a) Women: Absence of menstrual "accidents"	___	___	III
(b) Absence of toileting "accidents"	___	___	III
*(c) Women: Make-up appropriately applied	___	___	III

		YES	NO	LEVEL
4.	(d) Clothing appropriate for weather	___	___	III
	(e) Clean Skin	___	___	III
	*(f) Men: Facial hair trimmed/shaved	___	___	III
	(g) Clean teeth/dentures	___	___	III
	(h) Clothing and shoe fasteners aligned and closed	___	___	III
	(i) Hair neatly trimmed and styled	___	___	III
	(j) Absence of body and foot odor	___	___	III
	(k) Clean, brushed/combed hair	___	___	III
	(l) Absence of bad breath	___	___	III
	(m) Clean clothing	___	___	III
	(n) Clothing appropriate for occasion	___	___	III
	(o) Properly fitting clothes	___	___	III
	(p) Clothing and shoes in good repair	___	___	III
	(q) Clothing coordinated (color and/or pattern)	___	___	III
	(r) Clean nails and neatly trimmed/shaped	___	___	III

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
D. Basic Health				
5. "You want to get your hair cut. Where can you go?"	Beauty/barber shop; Beauty/barber school; Friend, relative, or self	___	___	III
6. "You need shampoo, toothpaste, and soap. Where can you buy them?"	Grocery; Department store; Drug store	___	___	III
7. "What is medicine?"	Preparation(s) used in preventing or treating illness/injury	___	___	III
8. "What is vomiting?"	Forceful discharge of the stomach contents from the mouth	___	___	III
9. "You have problems breathing when you are lying in bed. Should you tell your doctor?"	Yes	___	___	III

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
10. "Your stomach is sick and you vomit. There is red and black blood in your vomit. What should you do?"	See M.D. today	___	___	III
11. "You fall hard and twist your ankle. It becomes swollen and painful when you put weight on it or try to move it. What should you do?"	Put crushed ice in plastic bag, cover with towel; Place this ice pack over painful area for first 24 hours after injury; Keep swollen leg elevated; Keep weight off ankle; See M.D. if pain and swelling continue after 24 hours; Aspirin/acetimenophen may help pain	___	___	III
12. "You want to get your broken glasses fixed. Where can you go?"	Optician; Eye wear store; Metal frame--Jeweler; Place of purchase	___	___	III
13. "Why is exercise important?"	Preventive medicine; Makes you feel better	___	___	III
14. "The skin between your toes is red, itchy, and peeling. What can you do?"	Twice a day, wash area with soap, water and cloth; Dry area carefully (despite pain); Put on clean, white socks (not nylon) after each washing; Antifungals (e.g., Desenex, Tinactin) may help See M.D. if no improvement	___	___	III
15. "You feel sick and very warm. You want to find out your temperature. How do you measure your temperature?"	Use oral thermometer (oral, rectal, underarm);	___	___	III

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
*16.	"Your hearing aid is broken. Where can you get it fixed?"	Speech and Hearing Center; Some hearing aid centers; Some ear, nose, and throat physician; (E.N.T.) offices; Push ear mold in, check connections; turn down volume	___	___	III
17.	"You have diarrhea for two days. Today, the diarrhea stops, but you feel weak. What should you do?"	Slowly return to normal diet Drink extra fluids Get extra rest Contact M.D.	___	___	III
18.	a. "What is a prescription?"	Medicine ordered by doctor/dentist and purchased from pharmacist	___	___	III
	b. "What is diarrhea?"	Stools or bowel movements which are abnormally loose and/or watery; Sometimes accompanied by abdominal cramping	___	___	III
19.	"You need your shoes fixed Where can you go?"	Shoe repair store; Department store	___	___	IV
20.	"You get headaches occasionally. What can you do?"	Aspirin/acetimenophen may help; Nothing; Relax muscles in neck, jaw, and scalp by massage, gentle stretching, activity change, etc.	___	___	IV
21.	"You feel painful pressure in your chest. Your left arm hurts or tingles. Maybe you feel sick at your stomach. What should you do?"	See M.D. now; Contact emergency medical aid immediately	___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
22.	"You are barefoot, and you step on a rusty nail. The nail goes in your foot. There is no bleeding. What can you do?"	Clean wound thoroughly with soap and warm water; After washing, clean with 3% hydrogen peroxide; Contact M.D. for advice regarding care and possible tetanus shot; Keep wound clean, but not tightly wrapped/bandaged	___	___	IV
23.	"You feel a lump in your throat. The lump stays in your throat. You can't swallow solid foods. You lose weight. What can you do?"	Make an appointment with M.D.	___	___	IV
*24.	"You need a battery for your hearing aid. Where can you go?"	Hearing aid dealer; Drug store; Speech and Hearing Center; Mail order catalog that carries hearing aid supplies	___	___	IV
25.	"You have trouble starting the flow of your urine when you urinate, and the stream is very weak. You feel the urge to go to the bathroom more often than usual. What should you do?"	Make an appointment with M.D.; Increase fluid intake, especially cranberry juice and water	___	___	IV
26.	"How many times weekly should you exercise?"	Daily is best; Every other day or 3 times per week unless medical restrictions are present	___	___	IV

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
27. "You have a temperature of 100° for 3 days. There are no other symptoms/discomfort. What should you do?"	Call M.D. for advice; Wear light clothing; Drink plenty of fluids; Get extra rest	___	___	IV
28. "Your eyes are watering and itching today. There is no pain. What should you do?"	Nothing; Dry eyes with clean cloth by rubbing gently; Oral antihistamines may help	___	___	IV
29. "You exercise very hard one day. The next day you feel stiff, and you must move very slowly. What can you do?"	Continue exercise routine, but at less vigorous pace, to restore muscle tone; Warm bath before or after gentle exercise may help; Call/see M.D. if discomfort persists beyond 3 weeks	___	___	IV
30. "The doctor gives you a prescription for medicine. Where do you take the prescription to get the medicine?"	Drug store; Pharmacy; Discount store; Pharmacy; Hospital Pharmacy	___	___	IV
31. "You have a small cut on your leg. How long will it require to heal?"	Two weeks or less	___	___	IV
32. "Your vision is blurred. What kind of doctor should you see?"	Ophthalmologist	___	___	IV
33. "Your ears ring and buzz for hours after you leave the noisy workroom. What should you do?"	Make an appointment with M.D. Make an appointment to get hearing checked Tell your supervisor and ask for protector ear plugs	___	___	IV

	EVALUATOR SAYS:	STUDENT RESPONSES	YES	NO	LEVEL
34.	"You move to a new town. You need to find a doctor. You may get sick. How do you find a doctor?"	Ask family, friends, counselors for recommendations; Use telephone directory; Ask previous doctor for referrals	___	___	IV
35.	"You find unhealthy changes in your breasts. What should you do?"	Contact the doctor	___	___	IV
36.	"The dentist recommends you visit their office periodically. How often should you see your dentist?"	Once a year at least; As directed by your dentist	___	___	IV
37.	"A nurse tells you to drink clear liquids for 1-2 days. Describe example(s) of clear liquids."	Tea; Broth/ boullion; Jello; Gatorade; Ginger Kool-Aid; Soft Drinks	___	___	IV
38.	"You have a cold. You go to the doctor. The doctor examines you. How much can you expect to pay the doctor?"	The responses should fall within the range of $10 to $50 (this may vary by locality)	___	___	IV
39.	"You notice a mild stuffiness that is uncomfortable in your ears. What can you do?"	Aspirin/Acetimenophen may help; O.T.C. antihistamine/ decongestant may help; Shaking head and swallowing may help	___	___	IV
40.	"You use a thermometer to measure your temperature. How long should you keep the thermometer in your mouth?"	5 minutes or more	___	___	IV

	EVALUATOR SAYS:	STUDENT RESPONSES	YES	NO	LEVEL
41.	"Explain to me how you make an appointment (non-emergency) with a doctor and how you go to the appointment."	Arrange for transportation; Arrive at least 5 minutes early; Tell receptionist name and appointment time when you enter the office; Pay when you leave or arrange payment (insurance) with business office; Note next appointment on calendar	___	___	IV
42.	"You have an appointment with a doctor. You are not able to go. What should you do?"	Contact the doctor's office and cancel the appointment	___	___	IV
43.	"Medical examinations help you stay healthy. How often should you see your doctor for routine checkups?"	As directed by your doctor; At least every 5 years for healthy adults	___	___	IV
44.	"You have a family doctor. You see him occasionally. You feel bad. You contact/phone the doctor. The doctor asks you questions. The doctor gives you advice. How much can you expect to pay the doctor?"	The responses should fall within the range of $10 to $25 (this may vary by locality)	___	___	IV
45.	"You feel bad. You decide to go to the emergency room at the hospital. You have no medical insurance. The doctor examines you. How much can you expect to pay the hospital?"	A minimum of $50 (this may vary by locality	___	___	IV
46.	"Women and men need to check their breasts once a month for unhealthy changes. What are the changes you look for when you examine your breasts?"	Painless lump in one breast; Discharge from nipple(s) when gently squeezed; Differences in shape between two breasts; Flattening or bulging of one breast; Scaly crust on nipple(s);Sore(s)	___	___	IV

	EVALUATOR SAYS:	STUDENT RESPONSES	YES	NO	LEVEL
47.	"The nurse tells you to eat a bland diet for 1-2 days. What foods can you eat?"	Crackers; soups; Rice; mashed potatoes; Non-spicy foods; Dairy products; No fried foods; Bread/toast	___	___	IV
48.	"How do you examine your breasts?"	Look for differences; Gently feeling with fingers around the breast area; Squeezing nipples for discharge	___	___	IV
49.	"You had an appointment with a doctor. You did not go to the doctor. You did not contact the doctor and cancel the appointment. What can the doctor do?"	Charge you for an office visit	___	___	IV
50.	"The thermometer shows 100°. Is this fever?"	Yes	___	___	V
51.	"The thermometer shows 98.6°. Is this fever?"	No	___	___	V
52.	"The thermometer shows 99.8°. Is this fever?"	No. Temperature less than 100° is within normal limits for adults.	___	___	V

	YES	NO	LEVEL
E. Medical History			
53. Given a medical form with the following questions, the student completes the form accurately or responds correctly to verbal/signed questions directing another person to complete the form: (The examiner must compare the responses to the individual's medical records at a later point in time to verify the accuracy.)			
(a) Who to notify in the case of emergency?	___	___	III
(b) Surgery?	___	___	III
(c) Next of kin?	___	___	III
(d) Weight (within 5 pounds)	___	___	III
(e) Who is your physician?	___	___	III
(f) Drinking/smoking habits?	___	___	IV
(g) Height (within 1 inch)?	___	___	IV
(h) Hospitalization(s)?	___	___	IV
(i) Who is responsible for payment?	___	___	IV
(j) Bowel/bladder habits?	___	___	IV
(k) Do you have insurance?	___	___	IV
*(l) Menstrual/Obstetric history?	___	___	V
(m) Seizures?	___	___	V
(n) Major illness(es)?	___	___	V
(o) Allergies?	___	___	V
(p) Immunizations?	___	___	V
(q) Family History	___	___	V
(r) Blood type?	___	___	V
F. Knowledge of Medications			
54. Given instructions in the student's primary mode of communication, in the event of personal illness/injury which requires medical attention, the student repeats and/or returns demonstration of recommended treatment plan.	___	___	III
55. The student reports personal illness/injury in timely manner to a designated person, e.g., the nurse.	___	___	IV

56. In the event (or in a role play situation) of non-emergency personal illness/injury, the student demonstrates the ability to answer all of the following questions regarding this illness/injury to the satisfaction of medical personnel, e.g., the nurse:

	YES	NO	LEVEL
Answers all of the following questions with medical personnel proficient in student's primary mode of communication.	___	___	IV

(1) Chief complaint?
(2) Location of injury/complaint? e.g., "Where does it hurt?"
(3) Onset? e.g., "When did you first notice this?"
(4) History of past 'related' occurrences? e.g., "Has anything like this ever happened to you before? If so, describe that to me."
(5) Quality/intensity of symptoms? e.g., "Describe feelings: ache versus pain versus pressure, mild versus moderate versus severe, etc."
(6) Frequency/duration of symptoms? e.g., "How often does it happen? How long does it last?, etc.
(7) "What remedies have you tried?"
(8) "What makes symptoms better/worse?"

57. Given sample drug labels, the student correctly defines these terms:

	YES	NO	LEVEL
(a) Oral(ly)	___	___	IV
(b) Rectal(ly)	___	___	IV
(c) With food or milk	___	___	IV
(d) Dosage	___	___	IV
(e) Caution	___	___	IV
(f) Physician	___	___	IV
(g) As needed/as required	___	___	IV
(h) ____ times a day	___	___	IV
(i) Every ____ hours	___	___	IV
(j) Not to be taken internally	___	___	IV
(k) Do not exceed recommended dosage	___	___	IV
(l) Refill	___	___	IV
(m) Apply	___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
58.	Upon request, the student responds correctly names his/her handicapping condition(s): (The examiner should compare the client's responses to his/her medical record; the examiner may need assistance from medical personnel and/or medical reference books to verify the information given by the client.)		___	___	IV
59.	Given a sample bottle of an Over-the-Counter pain-relieving drug, e.g., aspirin, acetimenophen, etc., the name of the medicine, and instructions read/signed to or by the student, the student responds correctly to these questions regarding label directions:				
	(a) "Why would you use this drug?"	Purpose	___	___	IV
	(b) "How would you take this this drug?"	Route of administration	___	___	IV
	(c) "How much of this drug would you take at one time?"	Dosage	___	___	IV
	(d) "How often would you take this drug?"	Frequency	___	___	IV
	(e) "What precautions should you use while/if taking this drug?"	Warnings/Precautions	___	___	IV
60.	"You have a cold. You buy a bottle of medicine. You do not understand the label directions. What can you do do to help you understand how to use the medicine?"	Contact a pharmacist; Ask a friend, relative, neighbor, etc.; Contact a nurse, doctor	___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
61.	Given a sample tube of an O.T.C. skin ointment, e.g., Desenex R, Neosporin R, Hydrocort R, etc., the name of the medicine, and instructions read/signed to or by the student, the student responds correctly to these questions regarding label directions:				
	(a) "Why would you use this this drug?"	Purpose			IV
	(b) "How much of this drug would you use at one time?"	Dosage			IV
	(c) "How would you use this drug?"	Route of Administration			IV
	(d) "How often would you use this drug?"	Frequency			IV
	(e) "What precautions should you use while/if using this drug?"	Warnings/Precautions			IV
	(f) "What are the side effects of this drug?"	Side Effects			IV
62.	Given a sample bottle of an oral prescription antibiotic, the name of the medicine, and instructions read/signed to or by the student, the student responds correctly to these questions regarding label directions: "You have an infection. Your doctor prescribes this drug."				
	(a) "How would you use this drug?"	Route of administration			IV
	(b) "How much of this drug would you take at one time?"	Dosage			IV
	(c) "What should you do if this drug makes you sick?"	Call M.D., Pharmacist			IV
	(d) "How often would you take this drug?"	Frequency			IV
	(e) "What should you eat/drink at the same time you take this drug?"	(See label)			IV

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
62. (f) "Should you stop taking this drug when you feel better, even if you still have some left?"	No, take all of drug as directed	___	___	IV
(g) "Should you share this drug with your sick friend?"	No	___	___	IV
(h) "Can this prescription be refilled?"	(See label)	___	___	IV
(i) "What precautions should you use while taking this drug?"	Keep away from children; Use only as directed; Do not use if you are allergic to the drug	___	___	IV
63. "What is Over-the-Counter (or non-prescription) medicine?"	Preparations used in preventing or treating illness/injury that anyone can purchase without a doctor's order/prescription; sold in drug stores, discount stores; grocery stores, etc.	___	___	IV
64. Upon request, the student accurately names all drugs (prescription and O.T.C.) that he/she takes regularly and responds correctly to these questions about each drug:				
(a) "How much of this drug do you take at one time?"	Dosage	___	___	IV
(b) "Why do you use this drug?"	Purpose	___	___	IV
(c) "How do you take this drug?"	Route of Administration	___	___	IV
(d) "How often do you take this drug?"	Frequency	___	___	IV
(e) "What precautions do you use since you are taking this drug?"	Warnings/Precautions	___	___	IV
(f) "What are the side effects of this drug?"	Side Effects	___	___	IV

	YES	NO	LEVEL
*65. The student demonstrates the ability to safely self-administer all prescribed drugs to the satisfaction of medical personnel, e.g., nurse	___	___	IV
*66. The student demonstrates the ability to safely self-administer his/her special diet to the satisfaction of appropriate personnel, e.g., nurse, etc.	___	___	IV
67. In the event (or in a role play situation) of non-emergency personal illness/injury, the student demonstrates the ability to answer all of the following questions regarding this illness/injury to the satisfaction of medical personnel, e.g., the nurse: Answer all of the following questions with medical personnel not proficient in student's primary mode of communication.	___	___	V

(1) Chief complaint?
(2) Location of injury/complaint? e.g., "Where does it hurt?"
(3) Onset? e.g., "When did you first notice this?"
(4) History of past 'related' occurrences? e.g., "Has anything like this ever happened to you before? If so, describe that to me."
(5) Quality/intensity of symptoms? e.g., "Describe feelings: ache versus pain versus pressure, mild versus moderate versus severe, etc."
(6) Frequency/duration of symptoms? e.g., "How often does it happen? How long does it happen? How long does it last?, etc.
(7) "What remedies have you tried?"
(8) "What makes symptoms better/worse?"

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
68. Given a sample bottle of an O.T.C. pain relieving drug, e.g., aspirin, acetimenophen, etc., the name of the medicine, and instructions read/signed to or by the student, the student responds correctly to this question regarding labeled directions:				
"What are the side effects of this drug?"	Side Effects	___	___	V
69. Upon request, the student responds correctly to these questions about his/her handicapping condition(s): (The examiner should compare the client's responses to his/her medical record; the examiner may need assistance from medical personnel and/or medical reference books to verify the information given by the client.)				
(a) Onset		___	___	V
(b) Cause		___	___	V
(c) How disorder/disease progresses		___	___	V
(d) How disorder/disease affects overall functioning		___	___	V
(e) Genetic factors		___	___	V
(f) Special services needed, e.g., interpreters, readers, OT/PT/ST, Vocational Rehabilitation, etc.		___	___	V
G. Adaptive Equipment				
*70. The student demonstrates the ability to correctly and independently use and maintain these prescribed personal equipment items, as applicable, to the satisfaction of appropriate personnel, e.g., nurse, occupational or physical therapist, audiologist, etc.				
(a) Splint(s)		___	___	III
(b) Prosthetic arm(s)/leg(s)		___	___	III
(c) Catheter/Ostomy		___	___	III
(d) Hearing aid(s)		___	___	IV
(e) Brace(s)		___	___	IV
(f) Prosthetic eye(s)		___	___	IV

	YES	NO	LEVEL
70. (g) Contact(s)/glasses	___	___	IV
(h) Dentures	___	___	IV
(i) Other: ______________________________	___	___	___

H. Basic First Aid and Safety

71. Given pictures and/or drawings of word safety signs from the community, the student describes and/or demonstrates the purpose and appropriate action for each:

	YES	NO	LEVEL
(a) Stop	___	___	II
(b) Keep Out	___	___	III
(c) No Smoking	___	___	III
(d) Danger	___	___	III
(e) Poison	___	___	III
(f) Exit	___	___	III
(g) Stairs	___	___	III
(h) Walk/Don't Walk	___	___	III
(i) Do Not Enter	___	___	III
(j) Wet Floor	___	___	III
(k) Fire Escape	___	___	III
(l) Fire Alarm	___	___	III
(m) Fire Extinguisher	___	___	III
(n) Fire Exit Only	___	___	III
(o) Buckle Seat Belt	___	___	III
(p) Caution	___	___	III
(q) Emergency Exit	___	___	III
(r) Flammable	___	___	III
(s) No Trespassing	___	___	III
(t) Pedestrian Crossing	___	___	III
(u) Railroad Crossing	___	___	IV
(v) Beware of Dog	___	___	IV
(w) Elevator	___	___	IV
(x) Out of Order	___	___	IV
(y) Warning	___	___	IV
(z) Detour	___	___	IV
(aa) Do Not Use Elevator in Case of Fire	___	___	IV
(bb) Oxygen in Use	___	___	IV
(cc) Break in Case of Fire	___	___	IV
(dd) Hard Hat Area Only	___	___	IV
(ee) High Voltage	___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
72.	"You are slicing vegetables. You cut your finger. Your finger bleeds a little. What should you do?"	Wash with soap and water, then rinse and dry; Apply pressure over cut till bleeding stops; Apply band-aid over cut after wound is clean and bleeding stops; Keep clean.	___	___	IV
73.	"You crack/break a tooth. What should you do?"	Contact dentist as soon possible; Avoid touching tongue to tooth; Place gauze over jagged tooth; Postpone eating and drinking till you consult dentist.	___	___	IV
74.	"You wear shoes. The shoes hurt your feet. You get blisters. The blisters burst? What should you do?"	Remove shoes as soon as possible; Place clean padding between blisters and source of friction; At home, wash area gently with soap and water; Apply light gauze/band-aid to broken blisters and keep clean	___	___	IV
75.	"You go to a movie alone. A man sits next to you. The man puts his hand on your knee. What should do?"	Move; Notify usher/theater manager	___	___	IV
76.	"You eat dinner with a friend. The friend has food stuck in in his throat. The friend is choking. What should you do?"	Try and remove the food from his mouth; Administer blows with your hand to his back; Administer Heimlich Maneuver; Contact medical help	___	___	IV

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
77. "You and a friend are waiting at the bus stop. A man opens his coat and show his penis. What should you and your friend do?	Say nothing and show no outward signs of emotion; Walk quickly to an area where there are lots of people; Report the incident to the police immediately	___	___	IV
78. "Your friend's clothing is on fire. What should you do?"	Push him to the ground and roll him to put out the flames; Roll him, using blanket, rug, coat, etc., to smother burning clothing; Contact emergency medical aid immediately	___	___	IV
79. "You sneeze hard. Your nose starts to bleed. What should you do?"	Lean forward over bowl/sink, etc.; Breathe through mouth and avoid swallowing; Firmly pinch soft part of nose just below bone till bleeding stops; Do not blow nose for several hours; Get emergency medical aid if bleeding persists 30 minutes or more	___	___	IV

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
80. "You are home alone. The doorbell rings. You look through the window. You see a man who says he is a telephone repair person. You are not expecting a repairman. What should you do to answer the door safely?"	Ask the man what he wants before you open the door; Be sure the safety is securely fastened; Ask for and check the man's company identification card without letting him in; Contact the company if you are suspicious; Do not let him in if you are suspicious; Notify police if the man is a fraud.	___	___	IV
81. "You are shopping. A person in the store suddenly falls down, starts to shake, and is not able to communicate with you. This may be a 'seizure.' What can you do to help?"	Remove any objects in the way to keep the person from hitting these objects; Put padding (folded jacket) under head; Contact emergency medical aid	___	___	IV
82. "You get many obscene telephone calls. How can you stop this?"	Hang up without talking each time such a call occurs; Do not say anything; Keep a whistle by the telephone and blow it directly into the mouthpiece each time such a call occurs without saying anything; Rhythmically tap a pencil on the mouthpiece and say, "Officer, this is the obscene call I told you about. Now you can trace the call." Have an unlisted telephone number	___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
83.	"Your co-worker falls down the stairs and is unconscious. What should you do?"	Call for emergency medical help; Do not move person; Stay with him till help arrives; Administer CPR, if needed, till help arrives	___	___	V
84.	"Your brother cuts his thumb off on a power saw. What should you do?"	Call for emergency medical help, or go to emergency room; Try to stop bleeding by placing direct pressure over stump with clean cloth till medical help is present; Pack amputated thumb on ice in clean plastic and give to emergency medical personnel.	___	___	V
85.	"A person is ironing. The electricity shocks the person. The person falls on the floor. The person is unconscious. What should you do?"	Call for emergency medical aid; Do not touch her/him till power source is removed/turned off; Switch off current; remove plug or fuse; Break electrical contact with wood, rubber, plastic, folded newspaper; Administer artificial respiration/CPR, if needed, till help arrives	___	___	V

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
86.	"You are babysitting for a child. The child vomits suddenly. You think the child drank some household cleaner. What should you do?"	Contact M.D./Poison Control and follow their directions; Carry bottle of suspect cleaner with child to M. D./emergency room; Carry sample of vomit with child to M.D./Emergency Room; Contact child's parents	___	___	V
87.	"You are at home with a friend. A woman rings your doorbell and asks to use your telephone to call an ambulance. What should you do?"	Refuse to let her in; but call the ambulance for her	___	___	V

I. Sexuality

			YES	NO	LEVEL
88.	Upon request, the student correctly identifies his/her sex.		___	___	II
89.	Given a room/picture with a minimum of three clothed males, the student identifies three males upon request		___	___	II
90.	Given pictures/models nude babies, children, and adults, the student correctly distinguishes males from females.		___	___	II
91.	Given a room/picture with a minimum of three clothed females, the student identifies three females upon request.		___	___	III
92.	Given pictures/models of male and female genitalia, the student correctly distinguishes male from female.		___	___	III
93.	Given a picture/model of external male genitalia, the student identifies (names/signs) one or more body parts:	Penis Scrotum//testes Pubic hair	___	___	III
94.	Given a picture/model of external female genitalia, the the student names/signs one or more body parts:	Vulva/vagina Pubic hair Breasts	___	___	III

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
*95.	"What should women do with dirty Kotex/Tampax?"	Wrap and put in garbage/trash container	___	___	III
96.	"Your friend wants to have sex with you. You don't want to have intercourse. What should you do?"	Refuse	___	___	III
97.	Upon request, the student names/signs one or more body parts found only on males:	Testes Penis Scrotum Seminal Vesicle Prostate Gland Vas Deferens Epididymus	___	___	III
*98.	"A girl has problems smelling clean during her period. What should she do?"	Continue daily hygiene habits; Wash genital area with extra care; Change pads/tampons frequently; Do not use feminine hygiene sprays	___	___	III
*99.	"Is it all right to flush a pad/tampax down the toilet?"	No	___	___	III
100.	"How does a girl/woman get pregnant?"	By having sexual intercourse with a man; By entry of sperm into vagina from sexual intimacy	___	___	III
101.	"You are not married. You have intercourse. What can happen?"	Possible S.T.D.; Possible pregnancy; Guilt; Fear of being discovered; Fear of losing partner's respect; Fear of losing respect of parents, friends, church, etc.; Fear of losing respect of future potential mate; Possible unhealthy effects on future sexual relationships	___	___	III

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
102.	Upon request, the student names/signs one or more things which happen in a woman's body during her period:	Bleeding Breast sensitivity Water retention/ weight gain Increased odor Maybe cramps Maybe mood changes	___	___	III
103.	Upon request, the student names/signs one or more physical changes which occur in girls at adolescence:	Gain in height and weight Hips broaden Breasts enlarge Pubic hair grows Underarm hair grows Perspiration and body odor increases Menstruation begins Egg cells are produced Maybe acne	___	___	III
104.	"A girl feels tired. She has mild cramps during her period. What should she do?"	Continue her normal routine, i.e., go to school, work, Do light exercise, e.g., walking; Get extra rest that evening; Take aspirin for discomfort	___	___	III
105.	"A woman has been raped. Why should she go to the doctor?"	Possible pregnancy; Possible S.T.D.; For evidence in court conviction of rapist; To examine/repair wounds	___	___	III
106.	"A person masturbates in public. What can happen?"	Loss of self-respect; Loss of others' respect; Guilt; Embarrassment; Punishment by some authority	___	___	III

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
107.	Upon request, the student states the duration of the menstrual flow in girls/women, e.g., "How many days does a girl/woman bleed during her period?"	An average of 4-7 days; Some normally have longer or shorter period	___	___	III
108.	Upon request, the student names/signs the physical signs a woman experiences that indicate she is pregnant:	Missed menstrual period; Morning sickness; Enlarging abdomen; Frequent urination; Medical tests for pregnancy are positive	___	___	III
109.	"What is masturbation?"	Play with one's own genitals	___	___	III
110.	"What is a douche?"	Fluid inserted in vagina to clean it	___	___	III
111.	Upon request, the student names/signs one or more body parts found only on females:	Uterus Ovaries Fallopian tubes Vagina Vulva Clitoris	___	___	IV
112.	"What is intercourse?"	Insertion of penis into vagina	___	___	IV
113.	"What is a homosexual?"	Man/woman who chooses to be sexually intimate with a person of the same sex	___	___	IV
114.	"A woman is raped. What should she do?"	Call local police; Call Rape Crisis Center; Go to hospital emergency room or M.D.	___	___	IV
115.	"Where is an appropriate place to masturbate?"	Alone, in a private place	___	___	IV
116.	"What is rape?"	Illegal sex act in which a person is forced to have intercourse unwillingly	___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
117.	"You want to have sex with your husband/friend. You don't want to get pregnant. What should you do?"	Use birth control; Don't have intercourse;	___	___	IV
118.	Upon request, the student names/signs one or more physical changes which occur in boys at adolescence:	Gain in height and weight Shoulders broaden Muscles strengthen Adam's apple enlarges Voice deepens Perspiration and body odor increase Penis and other sexual parts enlarge Pubic hair grows Facial hair appears Underarm hair grows Maybe acne	___	___	IV
119.	"You have many questions about sex. You are afraid of sex. Who can you talk to?"	M.D.; Mental Health Center; Counselor; Minister; Close Friend; Crisis Center; Interpreter	___	___	IV
120.	"Two homosexual adults want to engage in sexual activities. Where is an appropriate place?"	In private	___	___	IV
121.	"A girl bleeds more than usual during her period. She bleeds heavily during her next 2 periods, too. What should she do?"	Make an appointment with M.D.; Make an appointment with Gynecologist	___	___	IV
122.	"A woman does not have a period for two months. What should she do?"	See a doctor; Have a pregnancy test	___	___	IV
123.	Upon request, the student states the frequency of the menstrual cycle in girls/women, e.g., "How often does a girl/woman get her period?"	An average of once a month; Some normally have longer or shorter cycles	___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
124.	"A woman is pregnant. Can she have intercourse?"	Yes	___	___	IV
125.	"What is necking/petting?"	Sexual intimacy excluding intercourse	___	___	IV
126.	"A woman has a sore near her vagina. What should she do?"	Make appointment with physician	___	___	IV
127.	"You and your fiance' want to use birth control for intercourse. You need help to decide what method to use. What should you do?"	See M.D.; Family planning clinic; Planned parenthood; Minister; Interpreter, Friends, Family	___	___	IV
128.	Given sample birth control devices, the student identifies (names/signs) one or more of the following: (a) IUD (b) Diaphragm (c) Birth Control Pills (d) Foam/Gel (e) Condom		___	___	IV
129.	"You had intercourse with someone. You learn that he/she has V.D./S.T.D. What should you do?"	Make an appointment with physician	___	___	IV
130.	"What is a virgin?"	Male/female who chooses not to participate in sexual intercourse	___	___	IV
131.	Given sample birth control devices, the student describes correct insertion/application/use of one or more of the following: (a) IUD (b) Diaphragm (c) Birth Control Pills (d) Foam/Gel (e) Condom		___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
132.	"A woman is having her period. The woman has intercourse with her husband. Can she become pregnant?"	Yes; Maybe	___	___	IV
133.	Upon request, the student lists those physical things which happen to a woman's body while she is giving birth to a baby:	Early contractions stretch cervix; "Water breaks"; Early contractions occur about every 30 minutes; Later, stronger contractions occur 1-3 minutes apart; Stronger contractions force baby out through vagina; Baby comes through vagina, usually head first; Placenta/afterbirth comes through vagina with contractions after baby is delivered	___	___	IV
134.	"There are many kinds of birth control. Tell me two or more kinds of birth control."	Abstinence; Rhythm Method; IUD; Diaphragm; Birth Control Pills; Tubal ligation; Vasectomy; Foams/Gels; Condoms	___	___	IV
135.	"A man has a discharge from his penis. What should he do?"	Make appointment with physician	___	___	IV
136.	"What is premarital sex?"	Intercourse between a man and/or woman before marriage	___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
137.	"What are possible consequences of homosexual activities?"	Possible S.T.D.; Possible acquired immune deficiency syndrome (AIDS); Possible job loss; Possible loss of respect of parents and loved ones; Fear of being discovered; Possible unhealthy effect on future sexual relationships	___	___	IV
138.	"You masturbate. Can unhealthy things happen to your body?"	No	___	___	IV
139.	"A woman was raped. She needs to contact the police. Should a woman bathe and change clothes before contacting the police?"	No	___	___	IV
140.	"You want to buy birth control method/device to use today. What can you buy?"	Foams/gels; Condoms	___	___	IV
141.	"You have intercourse with someone who has S.T.D. You use condoms. Can you get V.D./S.T.D.?"	Yes; Maybe	___	___	IV
142.	"A woman and man have intercourse. The man pulls his penis out of the woman before he ejaculates. Can the woman become pregnant?"	Yes; Maybe	___	___	IV
143.	"A woman has been raped. How can a counselor help the woman?"	To prevent this experience from having an unhealthy effect on future sexual relationships; Offer her emotional support	___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
144.	"A woman and man have intercourse. The woman douches after intercourse. Will douches prevent pregnancy?"	No	___	___	IV
145.	"How can you catch S.T.D.?"	By sexual contact with someone who has S.T.D., not just from intercourse	___	___	IV
146.	"Can you catch V.D./S.T.D. from toilet seats?"	No	___	___	IV
147.	"Can people get V.D./S.T.D. (sexually-transmitted disease), e.g. herpes, syphilis, gonorrhea, from necking?"	Yes, if one partner has S.T.D.	___	___	IV
148.	"You think you have S.T.D. You are afraid your doctor will tell your family. You don't want to go to your doctor. Where can you go for help?"	Clinic; Public Health Department	___	___	IV
149.	Upon request, the student lists the changes that occur in a woman's body during pregnancy:	Uterus/abdomen enlarges; Weight gain; Mood changes; Maybe, unusual feelings of warmth; Bladder habits change; Tires more quickly	___	___	V
150.	"Your neighbor is forty-five years old. Your neighbor has been having sex with your child. What should you do?"	Call local police; Take child to M.D.; Make an appointment at Mental Health Center for child and yourself; Call Crisis Center	___	___	V
151.	"Your girlfriend is pregnant. She wants to have the baby. She does not want to keep the baby after its birth. What can she do?"	Consider adoption; Consider foster care; Seek advice of M.D., counselor, etc., in decision-making	___	___	V

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
152. A woman is pregnant. How often should the woman see her doctor?"	An average of once a month; As often as doctor decides is necessary	___	___	V
153. "Your girlfriend is pregnant. She does not want to have the baby. What should she do?"	Consult her M.D.; Consult Planned Parenthood; Call Crisis Center; Consult Women's Center	___	___	V
154. "Is it all right (OK) for a girl/woman to have intercourse during her period?"	Yes	___	___	V
155. "Name illegal sexual activities."	Rape; Fellatio; Incest; Exhibitionism; Sodomy; Child molestation	___	___	V
156. "The doctor says you have S.T.D. Should you tell your sexual partner(s)?"	Yes, all of them	___	___	V
157. "Can a girl get pregnant from necking/petting?"	Yes, if sperm from ejaculating get near enough to enter vagina	___	___	V
158. "Your girlfriend is pregnant. She wants to give herself an abortion. What harmful things can happen to her if she gives herself an abortion.?"	Death; Infection; Hemorrhage; Internal injury; Damage to baby who may not die; Sterility; Future problem pregnancies	___	___	V

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
159.	Upon request, the student lists problems that might prevent two adults from enjoying intercourse together:	Impotence of male; Lack of orgasm for female; Disagreement about frequency, time, place, and/or technique of sex; Disinterest in sex; Fear of sexual intimacy; Feelings of guilt or shame about previous sexual experiences; Disagreement about money, children, alcohol, household responsibilities, etc.	___	___	V
160.	"Your friend has S.T.D. He/she will not go to the doctor/clinic. What unhealthy things can happen to him?"	Sores on genitalia; Genital discharge; Painful urination; Possible brain damage; Possible heart attack Possible sterility; Possible death; Contagious to others	___	___	V
161.	"There are many types of V.D./S.T.D. (sexually-transmitted diseases). Tell me one or more types of V.D./S.T.D."	Gonorrhea; Syphilis; Genital Herpes; AIDS (Auto Immune Deficiency Syndrome)	___	___	V
162.	"Your girlfriend is pregnant. She wants an abortion. How long can she wait to make the decision?"	No abortions can legally be performed after 22 weeks from the date of her last menstrual period (varies from state to state)	___	___	V

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
J.	Use and Abuse of Drugs				
163.	"Someone smokes illegal substances (marijuana) in your room, apartment, or house. You do not want them to smoke in your room, apartment, or house. What can you do?"	Ask them to leave; Ask them to stop smoking	___	___	IV
164.	"Alcohol is a drug in liquor, beer, and wine. What does drinking too much alcohol do to your body?"	Can make you "sick"; Cause accidents by decreasing reaction time; Can make you "drunk" (decrease inhibitions); Can cause depression/sedation	___	___	IV
165.	"What can happen to you when you use "street" drugs or misuse prescription drugs?"	Increased tolerance for the drug; Dependency on drug; Personality changes; Mental disorders; Death; Conflicts with the law; Damage to organs of the body	___	___	IV
166.	"Why do people try drugs?"	Chronic illness/pain; Dependency on drugs; Peer pressure; Curiosity; Escape from or avoidand of reality; "Kicks"; Modeling after someone they admire	___	___	IV
167.	"You ride to a party with a friend. You are leaving the party, and your friend is drunk. What should you do?"	Call a taxi; Ride with someone who is sober; Do not let your friend drive; Drive yourself if you are not drunk	___	___	V

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
168.	"Nicotine is a drug in tobacco. What does smoking tobacco do to your body?"	Increased work for heart; Increased blood pressure; Irritation of respiratory tract; chronic cough; Increased risk of lung cancer, bronchitis, emphysema, heart disease; Stains teeth and nail			V
169.	"What unhealthy changes can happen to your body if you are an alcoholic/heavy drinker?"	Vitamin deficiency; Liver disease; Delirium tremens; Death from accident/ illness			V
170.	"You think your friend has a problem with alcohol. You think she is drinking too much alcohol. What do you see that makes you think he/she has a drinking problem?"	Gradual personality change; Loss of efficiency and reliability; Unkempt appearance; Trembling hands; Marital difficulties; Job loss or difficulties			V
171.	"You want to drink alcohol when you are alone. You feel you cannot go without a drink. You think you have a drinking problem. What can you do to get help?"	Contact the Crisis Center, Mental Health Center; Alcoholics Anonymous; Interpreter Contact Counselor			V
172.	"You think your friend is abusing drugs. What can you do to help your friend with his drug problem?"	Consult your family; Parents; Local hospital; Drug treatment center; Mental Health Center; Alcoholics Anonymous; Al Anon			V

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
173.	"You think your friend has a problem with drugs. You think he is abusing drugs. What do you see that makes you think he is a drug abuser?"	Changes in behavior, like apathy, furtiveness, unusual aggressiveness, unusual enthusiasm; Indifference to personal appearance; Change in work habits, like tardiness/absence from school/work, poor quality of work; Refusal to wear short-sleeved clothes (to hide needle marks); Stealing or borrowing money to buy drugs; Being seen in company of known drug abusers; Confusion, moodiness, weight loss; Possible sniffing and nasal irritation	___	___	V
174.	Caffeine is a drug in coffee, tea and cola. You drink too much caffeine. What unhealthy things can caffeine do to your body?"	Diuretic effect; Nervousness; Sleeplessness; Stomach and intestinal upset; Increased heart rate; Aggravates urinary	___	___	V
175.	"Your spouse has a drug/alcohol problem. He/she won't get help for his/her problem. What can you do to help yourself?"	Contact Al Anon; Contact local Mental Health Center; Contact family physician; Contact family minister; Contact interpreter Contact Counselor	___	___	V

FAMILY RESPONSIBILITY ASSESSMENT

A. Home Management

Given prior orientation to his/her environment and clear understanding of expectations regarding performance, the student will perform as follows during a one-month observation period:

	U 0pts	PP 1pt	VP 2pts	I 3pts
1. The student maintains soil free bed linens.	___II	___II	___II	___III
2. The student turns lights on and off such that he/she practices energy conservation principles.	___II	___II	___III	___IV
3. Given a key for entrance to the living environment the student demonstrates the ability to unlock entrances.	___II	___II	___III	___IV
4. Given a key for the exit to their living environment, the student locks entrances/exits when leaving.	___II	___II	___III	___IV
5. The student maintains trash can such that it is free of overpowering unpleasant odors & is not overflowing.	___II	___II	___III	___IV
6. The student turns water off when not in use to practice energy conservation.	___II	___II	___III	___IV
7. The student maintains furniture such that it is regularly free of dust.	___II	___II	___III	___IV
8. The student maintains non-carpeted floors such that they are free of dust, debris, and stains.	___II	___II	___III	___IV
9. The student maintains carpeted floors such that they are free of debris and stains.	___II	___II	___III	___IV
10. The student maintains bathroom floors and fixtures such that they are clean and free of odor.	___II	___II	___III	___IV
11. The student maintains household cleaners in a safe place.	___II	___III	___III	___IV
12. The student uses safety practices when operating appliances, e.g. operates blender only when lid is on, turns oven off when baking is complete, doesn't reach over open flames/heat, etc.	___II	___II	___III	___IV
13. The student uses cleaners and disinfectants appropriate for maintenance tasks.	___II	___III	___III	___IV

U 0pts PP 1pt VP 2pts I 3pts

14. The student maintains furniture and household items to insure safety for self and others, e.g., stairs free of clutter, throw rugs anchored, etc. ___II ___III___III___IV

15. The student maintains kitchen fixtures and appliances such that they are regularly free of food spills, dirt, and grease. ___II ___III___III___IV

16. The student maintains environmental climate controls using energy conservation principles ___II ___III___III___IV

17. The student maintains household appliances such that they are in safe, efficient operating condition (i.e. vacuum bags, toasters, ovens, etc.) e.g., electrical cords intact, etc. ___II ___III___III___IV

B. Food Management

Given adequate orientation to the environment, adequate instructions and a one-week menu that has been prepared by the instructor and written such that the student is required to utilize and demonstrate culinary skills with a variety of food stuffs, preparation styles, and storage styles, the following skills will be observed and recorded throughout the one-week period.

18. Opens:
   (a) Screw Lids (e.g. mayonnaise jar) ___II ___III___III___IV
   (b) Pull-tab Rings (e.g. plastic milk jugs ___II ___III___III___IV

19. Opens waxed-paper pour-spout cartons (e.g. milk, cream) ___II ___II ___III___IV

20. Opens Pop-off Tops (e.g. glass Coke bottles) ___II ___II ___III___IV

21. Disposes of food scraps from dirty dishes in an appropriate manner:
   (a) Uses garbage can ___II ___II ___III___IV
   (b) Uses garbage disposal ___II ___II ___III___IV

22. Opens cellophane wrapped food items (e.g. packaged spaghetti) ___II ___III___III___IV

23. Opens a variety of cans
   (a) Pop and Push Tabs (e.g. Coke cans) ___II ___II ___III___IV
   (b) Circular Pull Tab (e.g. frozen orange juice cans) ___II ___II ___III___IV

24. Opens cardboard-boxed food items (e.g. cereal boxes, macaroni boxes) ___II ___III___III___IV

	U 0pts	PP 1pt	VP 2pts	I 3pts
25. The student washes both hands with soap and water prior to handling food and/or eating	___II	___II	___III	___IV
26. Given a grocery list derived from his/her meal-planning, the student:				
(a) Waits for turn in checkout line without disruptions	___II	___III	___III	___IV
(b) Locates grocery cart	___II	___III	___III	___IV
(c) Locates checkout counter	___II	___III	___III	___IV
(d) Waits for correct change if necessary	___II	___III	___III	___IV
(e) Locates grocery store	___II	___III	___III	___IV
(f) Pays for the items purchased	___II	___III	___III	___IV
(g) Transports items to home base	___II	___III	___III	___IV
(h) Locates items on the grocery list	___II	___III	___III	___IV
27. Operates kitchen appliances in an appropriate and safe manner:				
(a) Refrigerator	___II	___II	___III	___IV
(b) Toaster	___II	___II	___III	___IV
(c) Manually-Operated Can Opener	___II	___III	___III	___IV
(d) Electric stove/burners	___II	___II	___III	___IV
(e) Electric Can Opener	___II	___III	___III	___IV
(f) Coffee pot	___II	___III	___III	___IV
(g) Electric Skillet	___II	___III	___III	___IV
(h) Toaster oven	___II	___II	___III	___IV
(i) Crock pot	___II	___II	___III	___IV
(j) Gas stove/burners	___II	___III	___III	___IV
(k) Blender	___II	___III	___III	___IV
(l) Microwave	___II	___III	___III	___IV
28. Wipes up spills	___II	___II	___III	___IV
29. Sanitizes dishes and utensils by:				
(a) Hand washing	___II	___II	___III	___IV
(b) Automatic dishwasher	___II	___II	___III	___IV
30. Returns clean dishes and utensils to appropriate storage places	___II	___II	___III	___IV
31. Locates necessary utensils/food items prior to and during the cooking process	___II	___III	___III	___IV
32. Prepares cold foods:				
(a) Breakfast (e.g. frozen orange juice, cereal)	___II	___II	___III	___IV
(b) Lunch (e.g. peanut butter and jelly sandwich)	___II	___II	___III	___IV
33. Uses small kitchen utensils in an appropriate and safe manner:				
(a) Bottle Opener	___II	___III	___III	___IV
(b) Large and Small Knives	___II	___III	___III	___IV
(c) Grater	___II	___III	___III	___IV
(d) Vegetable Peeler	___II	___III	___III	___IV
(e) Egg Beater	___II	___III	___III	___IV
(f) Measuring Spoons	___II	___III	___III	___IV

		U 0pts	PP 1pt	VP 2pts	I 3pts
34.	Uses pot holders when handling hot foods/dishes	___II	___III	___III	___IV
35.	Selects appropriate containers for cooking tasks (e.g., a boiler pan for boiling)	___II	___III	___III	___IV
36.	Prepares cold dinner foods (e.g. salads)	___II	___III	___III	___IV
37.	Given two grocery bags with a minimum of 25 food items requiring a variety of storage methods (e.g. freezer, refrigerator, dry), the student will store the food items in an appropriate place as to maintain them in a healthful condition or as indicated by the items storage instructions.	___II	___III	___III	___IV
38.	Washes fresh produce (e.g., carrots, lettuce) before cooking or eating	___II	___III	___III	___IV
39.	Transfers hot food/liquid from one container to another (e.g. boiler to serving bowl) without physical harm	___II	___III	___III	___IV
40.	Stores opened food containers (i.e. mayonnaise jars, butter dishes, jar of pickles) according to the label instructions as indicated on the label	___II	___III	___III	___IV
41.	Prepares hot foods:				
	(a) Breakfast (e.g. oatmeal)	___II	___III	___III	___IV
	(b) Lunch (e.g. soup)	___II	___III	___III	___IV
42.	Locates and disposes of spoiled food	___II	___III	___III	___IV
43.	Stores left-over foods in appropriate containers (e.g. plastic bowls, plastic wraps, freezer bags, aluminum foil) and places (refrigerator, freezer, etc.)	___II	___III	___III	___IV
44.	Completes meal preparation in a reasonable time period	___II	___III	___III	___IV
45.	Checks food for doneness	___II	___III	___III	___IV
46.	Cooks food until done/palatable (e.g. steak cooked medium rare)	___II	___III	___III	___IV
47.	Uses proper temperature settings for appliances according to preparation instructions and food condition (e.g. cuts appliance temperature down or off when food is done or starts to burn)	___II	___III	___III	___IV
48.	Follows preparation instructions from food container labels and/or recipes	___II	___III	___III	___IV

	U 0pts	PP 1pt	VP 2pts	I 3pts
49. Prepares hot dinner foods (e,g meat casserole)	___II	___III	___IV	___V
50. Given adequate instructions and a minimum of 5 pairs of food items in the grocery store, the items in each pair being the same food and quantity but different brands and prices, the student indicates which is the least expensive item in each pair.	___III	___III	___IV	___V
51. Given a planned menu, the student makes a shopping list of the needed foods.	___III	___III	___IV	___V
*52. Given the instructions to plan balanced meals for the next seven days and pictures/models of a variety of foods, the student will plan menus for 21 nutritious meals. For the student with a special diet this plan should reflect his/her special diet requirements e.g., diabetic	___II	___III	___IV	___V
C. Clothing Care				
53. Given adequate orientation to equipment and environment, clear expectations regarding his/her performance, and the opportunity to observe the student's clothes care skills, the student:				
(a) Differentiates between soiled and clean clothing	___II	___II	___III	___IV
(b) Loads dryer appropriately	___II	___II	___III	___IV
(c) Loads washing machine appropriately	___II	___II	___III	___IV
(d) Stores clothing appropriately, i.e., hangs those things in need of hanging (e.g., dresses, nice pants, shirts), and folds other clothing items	___II	___II	___III	___IV
(e) Sorts soiled clothing appropriately with respect to color and care instructions (e.g. washables, dry clean, handwash)	___II	___II	___III	___IV
(f) Uses proper amounts of laundry soap with respect to load size and cycle	___II	___II	___III	___IV
(g) Maintains shoes such that they are relatively clean and in good repair.	___II	___III	___III	___IV
(h) If machine is coin operated, uses the correct change	___II	___II	___III	___IV
(i) Hand washes items according to label instructions or as the situation warrants.	___II	___III	___III	___IV
(j) If desired, uses correct amounts (liquid or sheets) of softeners	___II	___II	___III	___IV
(k) Selects and uses wash cycles appropriate to the items to be washed	___II	___II	___III	___IV
(l) Maintains dryer filter such that it is regularly free of lint	___II	___II	___III	___IV

	U 0pts	PP 1pt	VP 2pts	I 3pts
(m) Selects and uses drying cycle appropriate to fabric and label instructions	___II	___II	___III	___IV
(n) Mends clothes as the situation requires	___II	__III	___III	___IV
(o) Selects clothing which require line/air drying and places items for wrinkle-free drying with respect to fabric and individual care instructions.	___II	___II	___III	___IV_
(p) Pre-soaks items requiring special soaking (e.g. blood stained clothes, muddy jeans)	___II	___III	___III	___IV

54. Given the opportunity to observe the student's shopping skills for personal wearing apparel, he/she:

(a) Locates the item he/she desires to purchase	___II	___III	___III	___IV
(b) Selects the proper size	___II	___III	___III	___IV
(c) Selects affordable item	___II	___III	___III	___IV

D. Ironing

55. Given adequate orientation to equipment and environment, clear expectations for performance, and the opportunity for observing the student's ironing skills, the student:

(a) Plugs iron into electrical outlet	___I	___II	___III	___IV
(b) Unplugs iron when finished	___II	___II	___III	___IV
(c) Stores equipment in safe place	___II	___II	___III	___IV
(d) Uses an appropriate ironing surface (e.g., ironing board versus a bed)	___II	___II	___III	___IV
(e) Selects appropriate items in need of ironing	___II	___III	___III	___IV
(f) Properly irons each article of clothing	___II	___III	___III	___IV
(g) Uses starch or mist correctly, if needed	___II	___III	___III	___IV
(h) Selects the appropriate temperature setting for each item considering the fabric and any special maintenance instructions	___II	___III	___IV	___V

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
E. Household Management				
56. "You wake up at night. Your house is on fire. What would you do?"	Get everyone out of the house; contact the fire department; try within reason, to put it out.	___	___	III
57. What kind(s) of protective equipment would you use when handling hot items or dishes?"	Use potholders; padded oven gloves; heat-resistant trivets,tongs, etc.	___	___	III

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
58.	"You ironed clothes this morning. You went to work. You forgot to turn off the iron.				
	(a) What might happen?	It could start a fire.	___	___	III
	(b) What would you do?"	Go back and turn the iron off; or get someone else to turn it off.	___	___	III
59.	"You move into an empty apartment. You need some furniture. What would you do?"	Go shopping at stores, garage sales, etc. and buy some; Rent or lease some; borrow from friends or relatives; Acquire a little at a time	___	___	IV
60.	"Your water won't drain from the sink. What can you do?"	Use a plunger to unclog it; use liquid drainer cleaner; contact a plumber; contact/report it to landlord	___	___	IV
61.	"You are sick for a month. you cannot clean your house. How can you get your house clean?"	Ask a friend or relative to help you; hire someone to clean the house	___	___	IV
62.	"A water pipe breaks and floods your bathroom. What should you do?"	Turn off water in bathroom, cut-off main valve; contact landlord/plumber for emergency repair; remove water as soon as possible; Do not touch electrical outlets, light switches, appliances or phone while standing in water; move slowly and carefully to prevent falls	___	___	IV
63.	"One night you wake up and hear a glass window break (or see someone strange in your house). You think they are robbing you. What would you do?"	Quietly contact the police; do not try to surprise or attack the robbers; try to keep yourself and your family safe from harm	___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
64.	"Your neighbor's dog keeps knocking over your garbage can. The dog spreads trash all over your yard. You are mad. What would you do?"	Talk to your neighbor; contact the dog pound or the catcher	___	___	IV
65.	"You have not paid your electric bill for three months. What might happen if you do not pay your bills?"	Power Company could cut off the electricity to your house; you could go to jail	___	___	IV
66.	"How can you store dangerous materials (knives, scissors, medicines, poisons, etc.) so that children will not get hurt?"	In childproof containers; place them out of reach of children	___	___	IV
67.	"You turn on your toaster. Smoke starts pouring out of the toaster. You smell something burning. What would you do?"	Unplug it; cut it off; take it to a repairman; extinguish any fire	___	___	IV
68.	"You find bugs in your kitchen cabinets. What would you do before you use bug spray on your shelves?"	Remove food, dishes, and cookware; clean debris; replace food, dishes, cookware when poison has dried	___	___	IV
69.	"Your house is on fire. You cannot get out of your bedroom. It is on the second floor of the house. You are trapped. What would you do?"	Shut the door and block cracks around door to keep smoke out; go to window and shout for help; lean out of the window if smoke fills the room, unless flames from below prevent this Hang a sheet or flag from the window Lie on floor where air is clearer	___	___	IV
70.	" You get a new apartment." (a) What does your landlord get each month/week?"	(a) Rent, money	___	___	IV
	(b) "Who is the landlord?"	(b) Person who owns the apartment	___	___	IV

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
71. "You have gas heat in your house. You notice a strong smell of gas when you came home today. What would you do?"	Leave the door(s) open; go to a neighbor's house and contact the gas company to report an emergency; don't enter the house or turn the lights on; don't strike a match, light a cigarette, lighter, etc.			IV
72. "What warning systems, alarms do you need to protect you from fire in your home.	Smoke/fire detectors (with light signal for deaf/hearing impaired).			IV
73. "You do not like your living place now. You may like to move some place else. How would you find another place to live?"	Ask friends; check newspaper, classified section, realty company, housing authority			IV
74. "Electricity/gas costs lots of money. You must pay the bill every month. How can you reduce your electric/gas bill?"	Add insulation to walls and ceiling/attic; put storm windows on your house; put weatherstripping around windows and doors; keep thermostats turned down in the winter and up in the summer			IV
75. "You are watching TV, suddenly 3 lights go out on the left side of the room. The TV and two lights on the right side of the room are still on. What would you do?"	Check the fuse box to see if there is a blown fuse; check the breakers; contact landlord			IV
76. "What kind(s) of protective equipment would you use when working with strong chemicals in your house?"	Rubber gloves; eye guards sponge(s); mop(s); apron			IV
77. "What might happen if you mix household cleaners, (e.g. ammonia and chlorox)?"	It could make poisonous fumes.			IV
78. "You own a house. You do not cut your grass. Your grass grows very high. What can happen?"	Your neighbors can file a complaint; you could be fined.			V

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
F. Marriage				
79. "How do women get pregnant?"	By having sexual intercourse	___	___	III
80. "You are married. You decide you do not like your spouse. You want to be married to someone else. What must you do before you can get married again?"	Obtain counselling; Get a divorce	___	___	IV
81. "You have a fight with your husband/wife. He/she threatens to hurt you (e.g. beat you up, hit you, break your arm). Who can you contact for quick help?"	Police department; Crisis Center; Family Violence Center	___	___	IV
82. "You are married. You and your wife/husband have many problems and arguments. You cannot solve these problems. You decide you do not want to be married to each other any more. What can you do?"	Obtain counselling; get divorce; temporary separation	___	___	IV
83. "Your husband/wife beats you up (e.g. gives you a black eye) You would like to leave your husband/wife. You are afraid of him/her. Where can you go and be safe?"	Friends; family; Violence Center; Shelter/family Battered Wives Lawyer or Legal Aid may help you get peace bond	___	___	IV
84. "You need a marriage license Where can you get it?"	City or County courthouse; license bureau; probate office (varies with locality)	___	___	IV
85. "You want to get a divorce. What can you do?"	Get a lawyer to file for divorce	___	___	IV
86. "You want to get married. What does the law require before you marry?"	blood test; marriage license; doctor's examination, in some states; be married by justice of the peace or certified minister	___	___	IV
87. "You and your fiancee' have questions about the responsibilities of marriage. Where can you go for counseling?"	Church minister; family Mental Health Center; Marriage Counselor; friends	___	___	V

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
88.	"You are married. You have many arguments and fights with your wife/husband. You both still love each other & want to stay together to work things out, but you need help Where can you go?"	Marriage counselors; Mental Health Center; pastor of a church; interpreter may help find source	___	___	V
89.	"The husband/wife gets the children. The (other) must pay child support money. he/she refuses to pay. What might happen?"	Fine; arrest; garnishment of wages	___	___	V
90.	"A couple gets a divorce. They have children. Husband/wife both want the children. Who will decide where the children will live?"	Legal agreement between couple; the court; the judge	___	___	V
91.	"You are married. Your husband/wife buys a car. You do not want to pay for the car. Do you have to pay for the car?"	Husband and wife share legal responsibility for each other's debts while married	___	___	V
92.	"You are divorced. When you were married you shared credit cards in the name of your spouse. Now you are divorced. What kind of credit rating do you now have?	Non-existent/none; you You have to earn credit in your own name	___	___	V
93.	"You and your spouse are getting a divorce. You have a house and lots of furniture. You & your spouse can't decide who will get what. Who will divide the furniture, etc?" have?"	The court; the judge	___	___	V
94.	"Getting married is a legal contract. A husband and wife make promises. What are some of the promises you make to each other?"	To give physical and emotional support to each other; the student may indicate his understanding of this contract by giving examples, e.g., help pay bills, not sleep with other people, etc.	___	___	V

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
G. Child Care				
95. "How can you prevent your child from having tooth decay?"	Getting your child to eat right; brush and floss regularly; and regular dental checkups ups	___	___	IV
96. "How often should you bathe your baby?"	When he/she is dirty; at least, daily	___	___	IV
97. "A woman is pregnant. What could happen to the baby if a pregnant woman abuses drugs or drinks too much alcohol?"	It could hurt the baby; possibly cause the baby to form an addiction; May cause prematurity, retardation, etc.	___	___	IV
98. "A woman is pregnant. What could happen to the baby if a pregnant woman smokes?"	It could hurt the baby; cause the baby to be premature	___	___	IV
99. "When you change your baby's clothes, you find little bugs in your baby's hair and scalp. What would you do?"	Contact the doctor; contact Public Health Department; Pharmacist	___	___	IV
100. "Your husband/wife is beating your 3-year-old child. The child already has a bloody nose and two black eyes. What can you do?"	Stop the abuse immediately; take the child to hosppital/doctor for treatment; get counselling for family from minister, or friend, Mental Health Center, etc. protect child & self from future abuse; Contact police or Child Protection Services	___	___	V
101. "Your child ate rat poison. What would you do?"	Take child to an emergency room; contact emergency medical assistance; contact Poison Information Center; contact the child's doctor; carry poison and sample of child's vomit, if any, with child to the emergency room	___	___	V
102. "Children sometimes play with things that they should not. You have small children. Where would you keep household cleaners, medicines, and other poisons?"	Out of reach of the children; locked up; Up high, etc.	___	___	V

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
103.	"You are angry with your young child. You send him/her to his/her room to talk. The child has run away and left you a note. What would you do?"	Contact the police; contact all of the child's friends to see if they know where he/she is; look for him/her at their favorite places			V
104.	"You are responsible to feed your child. You don't feed your child regularly. What could happen to your child if you don't feed him/her properly (i.e.,proper types of food and amounts)?"	The child could get sick; have tooth decay; be removed for child neglect			V
105.	"Your child breaks a store window. Who must pay for the repair of the window?"	Parents; maybe parents insurance			V
106.	"You have to go to the store to get some medicine. It is raining outside and your baby is sick. You do not want to take your baby with you. What would you do?"	Get a babysitter; call your parents to stay with the baby; get a neighbor to stay with the baby; wait for your husband to look after the baby			V
107.	"You abuse your children. What could happen if you keep abusing your child and someone reports you?"	Could be taken to court Child could be taken away from you; court could require you to undergo counseling			V
108.	"You have an 8-year-old child. You do not want to send your to send your child to school. You want to teach him at home. Will the law allow you to keep your child out of school?"	Most states have compulsory attendance laws regarding education for minors; but this varies by locality			V
109.	"You have a small baby. You don't want your baby to get sick with measles/polio. What can you do to prevent your baby from this/other diseases?"	Get the child immunized at the Public Health Department or doctor's office			V
110.	"You and your spouse are going out to dinner. You have a babysitter for your children your children. What information should you leave for the babysitter in case of an emergency?"	How to contact you; how to contact physician, police, fire department, Poison Control, nearest neighbor/relative; Time expected back			V

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
111. "How can you prevent your baby from getting diaper rash(es)?"	Keep his/her bottom clean and lubricate buttocks with petroleum jelly after baths change diapers frequently; follow doctors advice	___	___	V
112. "You are having problems disciplining your children. Where can you look for help?"	Books; Mental Health Center; Child Guidance Clinic; school guidance counselors; doctor; minister family: friends; intepreter	___	___	V
113. "Your baby is 18 months or (1½ years old). The baby can not sit up. What would you do?"	Take it to the doctor or Public Health Dept. for a check-up	___	___	V
114. "What kinds of activities can you encourage your children to participate in to help their social development?"	Boy Scouts; Girl Scouts; hobbies; clubs; recreation; community centers	___	___	V

MONEY MANAGEMENT ASSESSMENT

A. Money Identification

1. Given a penny, nickel, dime, quarter and half dollar, the student will identify each coin by name.

	YES	NO	LEVEL
a. Penny			II
b. Nickel			II
c. Dime			III
d. Quarter			III
e. Half dollar			III

2. Given a dollar bill, a five dollar bill, a ten dollar bill, a twenty dollar bill, and a fifty dollar bill, the student will identify each bill by name.

	YES	NO	LEVEL
a. One Dollar			III
b. Five dollar			III
c. Ten dollar			III
d. Twenty dollar			III
e. Fifty dollar			III

3. Given coins and their names, one at a time, the student will identify the correct value of each coin.

	YES	NO	LEVEL
a. Penny (1¢)			III
b. Nickel (5¢)			III
c. Dime (10¢)			III
d. Quarter(25¢)			III
e. Half dollar(50¢)			III
f. One dollar (100¢)			III

4. Given the following bills one at a time, the student will identify the correct value of each.

	YES	NO	LEVEL
a. One dollar bill($1.00)			III
b. Five dollar bill(5.00)			III
c. Ten dollar bill (10.00)			III
d. Twenty dollar bill(20.00)			III
e. Fifty dollar bill ($50.00)			III

		YES	NO	LEVEL
B. Money Values				
5. Given an assortment of coins and three different values less than or equal to each of the following, the student will count a group of coins to correctly match each value (e.g., "Give me __¢"):				
a. 10¢ and under (e.g. 8¢, 10¢, and 5¢)		___	___	III
b. 25¢ and under		___	___	III
c. 50¢ and under		___	___	III
d. $1.00 and under		___	___	III
6. Which costs more?				
a. Car - Bicycle	a. Car	___	___	III
b. Candy - Watch	b. Watch	___	___	III
c. Shoes - Socks	c. Shoes	___	___	III
d. Baseball - Radio	d. Radio	___	___	III
7. Using coins the student:				
a. Adds 4 Quarters		___	___	III
b. Adds 10 Dimes		___	___	III
c. Adds 20 Nickels		___	___	III
d. Adds 100 Pennies		___	___	III
8. Presented three different groups of coin combinations in each of the following categories, the student will identify the correct value of all three combinations (e.g., "How much is this?"):				
a. 10¢ and under (e.g. 8¢, 5¢, and 10¢)		___	___	III
b. 25¢ and under		___	___	III
c. 50¢ and under		___	___	III
d. $1.00 and under		___	___	IV
9. Presented three different groups of bills for each of the following values, the student identifies the correct value of each respective group of bills (e.g., "How much is this?"):				
a. $5.00 and under (e.g. $2.00, $3.00 and $5.00)		___	___	III
b. $10.00 and under		___	___	III
c. $25.00 and under		___	___	III
d. $50.00 and under		___	___	IV
e. $75.00 and under		___	___	IV
f. $100.00 and under		___	___	IV

10. Given coins and bills, and three different money values for each of the following money groups, the student will correctly combine coins and bills for each value.

	YES	NO	LEVEL
a. $5.00 and under (e.g. Instruct the student to give you the following: $1.50, $3.75, and $4.85	___	___	III
b. $10.00 and under	___	___	III
c. $25.00 and under	___	___	IV
d. $50.00 and under	___	___	IV

C. Making Change

11. Given three different situations requiring making change for each of the following money values, the student counts the corrrect amount of change for each respective situation.

	YES	NO	LEVEL
a. 10¢ and under (e.g. #1. "You have 5¢ You buy candy for 3¢. How much change do you get back." (Show me)	___	___	III
b. 25¢ and under	___	___	III
c. 50¢ and under	___	___	III
d. $1.00 and under	___	___	III
e. $5.00 and under	___	___	IV
f. $10.00 and under	___	___	IV
g. $20.00 and under	___	___	IV
h. $50.00 and under	___	___	IV
i. Over $50.00	___	___	V

D. Checking

12. The student:

	YES	NO	LEVEL
a. Is unable to maintain personal checking account	___	___	III
b. Maintain a personal checking account with physical prompting	___	___	III
c. Maintains a personal checking account with verbal/total communication prompts	___	___	IV
d. Maintains a personal checking account independently	___	___	V

13. Given a sample check, the student will appropriately identify a check explain its purpose and identify where to obtain it by answering the following questions:

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
a. "This is a check. What do you use it for?"	a. Pay money Like money, Pay for bills,	___	___	III

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
13.	b. "Where do you get checks?"	b. Checking account, Bank, Credit Union	___	___	III
14.	Given a check and sufficient information to to complete the check, the student:				
	a. Is unable to complete the check		___	___	III
	b. Requires physical prompting to complete the check		___	___	III
	c. Requires verbal/total communication prompting to complete the check		___	___	IV
	d. Completes the check independently		___	___	V
15.	Given a minimum of five checks, two deposit slips, check register with a previous balance, the student:				
	a. Is unable to record transactions correctly		___	___	III
	b. Records transactions and calculate(s) new balance with physical prompting		___	___	IV
	c. Records transactions with and calculate(s) new balance with verbal/ total communication prompting		___	___	V
	d. Records transactions and calculates new balance independently		___	___	VI
16.	Given a monthly checking account statement, instructions to balance the account, and records of deposits and withdrawals, the student:				
	a. Is unable to balance the account		___	___	III
	b. Requires physical prompting to balance the account		___	___	IV
	c. Balances the account with verbal/ total communication prompting		___	___	V
	d. Balances the account independently		___	___	VI
17.	Given the following questions regarding checks/checking accounts, the student will indicate one or more of the appropriate responses:				
	a. "Your boss gives you your paycheck. You want money for your check. Explain the steps you perform to cash a check."	a. Go to bank/business that cashes checks. Endorse it, Show proper I.D.	___	___	IV

		YES	NO	LEVEL
17. b. "You write a check for food. The store needs money for that check. Where does the store take the check to get money in exchange for your check? How does the store get the money for the check?"	b. From your checking account at bank, Savings & Loan, Credit Union	___	___	IV
c. "You want to put money into your checking account, you go to the bank. How do you put money into your checking account?"	c. Fill out deposit slip; Make a deposit	___	___	IV
d. "You have $5.00 left in your account. Then you write a check for $15.00. What can the bank do?"	d. Charge you for insufficient funds, overdrawing, send check back to sender	___	___	IV

E. Savings

18. The student:

a. Is unable to/does not maintain a personal savings account	___	___	III
b. Maintains a personal savings account with physical prompting	___	___	III
c. Maintains a personal savings account with verbal/total communication prompting	___	___	IV
d. Maintains a personal savings account independently	___	___	VI

19. Given a saving account passbook a minimum of three deposit records with dates, and a minimum of four records of withdrawals, and insuctions to balance the account, the student:

a. Is unable to balance the account	___	___	III
b. Requires physical prompting to balance the account	___	___	IV
c. Balances the account with verbal/ total communication prompting	___	___	IV
d. Balances the account independently	___	___	VI

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
20. Given a sample savings account book, the student will appropriately identify a passbook, explain the purpose of a savings account and identify where to obtain it by answering the following questions:				
a. "Where can you establish a savings account?"	a. At a bank, Savings & Loan, Credit Union			IV
b. "Why do people have savings accounts?"	b. To keep money safe, earn interest on money, plan for future spending			IV
c. "This is a savings passbook. What is it for?"	c. Record of savings deposits and withdrawals			IV
21. Presented the following questions regarding savings account, the student indicatesone or more of the appropriate responses:				
a. "You want to put money into your savings account. Explain how you put money in your account.	a. Fill out and turn in a deposit slip transfer money from one account to another			IV
b. "You need to take some money out of your savings account, how do you take money out of your savings account?"	b. Go to the bank, fill out and turn in a withdrawal slip			IV
22. Presented the following questions regarding interest on savings or checking accounts, the student indicates one or more of the appropriate responses:				
a. "What is interest?"	a. Money paid by bank, Savings & Loan, etc. for keeping your money deposited in bank, etc.			V

EVALUATOR SAYS:	STUDENT RESPONSES	YES	NO	LEVEL
22. b. "Banks pay different amounts of interest on accounts. How can you find the best amounts of interest for your money?"	b. Contact friends, relatives, etc., Contact different banks and compare rates	___	___	VI
F. Shopping				
23. The student:				
a. Is unable to/does not shop for personal items (deoderant, shampoo)		___	___	II
b. Requires physical prompting to shop for personal items		___	___	III
c. Shops for personal items with verbal/total communication prompting		___	___	IV
d. Shops for personal items (deoderant) independently		___	___	V
24. The student:				
a. Is unable to/does not shop for personal clothing		___	___	II
b. Requires physical prompting to shop for personal clothing		___	___	III
c. Shops for personal clothing with verbal/total communication prompting		___	___	IV
d. Shops for personal clothing independently		___	___	V
25. Placed in a situation requiring a student to purchase an item in a store, he/she is able to:				
a. Locate the cashier		___	___	III
b. Locate the item		___	___	III
c. Remain to wait for change		___	___	III
d. Give the cashier an appropriate amount of money to cover the total item price		___	___	IV
e. Identify if the correct change is returned		___	___	IV

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
26. Presented the following shopping questions, the student will indicate one or more of the appropriate responses:				
a. "You want to buy bread. You find two loaves of bread that are the same size. One costs 79¢ and the other costs 65¢. Which bread will save you money?"	a. The 65¢ loaf	___	___	IV
b. "You get pants from a friend as a gift. The pants don't fit. What can you do?"	b. Take them back to the store and get a refund or exchange	___	___	IV
c. "You want to buy candy. One box of candy costs 13¢. Or, you can buy 2 boxes for 25¢. Which one will give you more for your money?"	c. 2 boxes for 25¢	___	___	IV
d. "You are shopping for clothes. You see a sign 'ALL SALES ARE FINAL'. What does this sign mean?"	e. Items bought on sale are not returnable	___	___	IV
e. "You want to buy a coat. You like two coats. One is 50% off the original price of $100 and the other is 30% off the original price of $100. Which coat saves you more money?"	d. 50% off will be cheaper	___	___	V
27. Presented a coupon, the student will identify a coupon and explain its use when asked the following questions:				
a. "Where do you use coupons?"	a. Grocery store Super Market Any place that accepts them	___	___	IV

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
27. b. "This is a coupon. What is a coupon?"	a. Paper that represents monetary savings if used for the specified item(s)	___	___	IV
c. "How do coupons help you?"	c. Save Money	___	___	IV
d. "This coupon has an expiration date of June 30, 1983. Today is July 15, 1983. Can you use this coupon today?"	d. No	___	___	V

G. Budgeting and Bills

28. Given a sample budget form and sufficient information to perform the tasks, the student:

	YES	NO	LEVEL
a. Is unable to budget money on a weekly basis	___	___	III
b. Is unable to budget money on a monthly basis	___	___	III
c. Requires physical prompting to budget money on a weekly basis	___	___	IV
d. Budgets money on a weekly basis with verbal/total communication prompting	___	___	IV
e. Requires physical prompting to budget money on a monthly basis	___	___	IV
f. Budgets money on a weekly basis independently	___	___	V
g. Budgets money on a monthly basis with verbal/total communication prompting	___	___	V
h. Budget money on a monthly basis independently	___	___	VI

29. Given monthly personal bills the student:

	YES	NO	LEVEL
a. Is unable/does not pay bills	___	___	III
b. Pays bills with physical prompting	___	___	IV
c. Pays bills with total communication prompting	___	___	IV
d. Pays bills independently	___	___	V

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
30. Given a sample bill, (i.e. power, telephone, gas, water) containing sufficient information, the student will correctly respond/perform to the following questions:				
a. "This is a bill. What are bills?"	a. Record of money owed for goods or services	___	___	IV
b. "How much money must you pay on this bill?"	b. Minimum amount, Total amount (or student gives amount listed on the bill)	___	___	IV
c. "You refuse or do not pay your bills. What will happen?"	c. Service(s) can be disconnected, repossession of goods, fines, bad credit rating	___	___	IV
d. "You have a telephone bill. You can't pay the bill. What should you do?"	d. Contact billing department and explain your situation, set up special arrangements for payment	___	___	V
e. "What date must you pay this bill?"	e. By the due date (or student gives due date from bill)	___	___	IV
f. "To make sure a company subtracts your payment from what you owe. What would you write on your check or money order?"	f. The account number on the bill which identifies you to the company	___	___	IV
H. Credit				
31. Given a sample credit card application, the student:				
a. Is unable to complete the form		___	___	III
b. Requires physical prompting to complete the form		___	___	IV
c. Completes the form with verbal/total communication prompting		___	___	V
d. Completes the form independently		___	___	VI

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
32. Given a sample credit card, the student will indicate one or more of the appropriate answers to the following questions:				
a. "This is a credit card. How is it used?"	a. Use the card to buy things instead of paying money at the time of purchase	___	___	V
b. "You are walking down the street. You find someone's credit card. What should you do?"	b. Return it to person whose name is on the card; return it to to the store, company	___	___	IV
c. "What is the name of the person who is permitted to use this card?"	c. Person whose name is on the card	___	___	V
d. "You let your friend borrow and use your credit card. Who is responsible for paying	d. Bill in credit card owners name. That's who is responsible for the bill?"	___	___	V
e. "How do you get a credit card?"	e. Obtain from company after completing a credit application and undergoing credit investigation	___	___	V
f. "You lose your credit card. What should you do?"	f. Report loss to company. Have all charges stopped	___	___	V
g. "You receive a credit card in the mail. Your credit limit is $300.00. You charge over $500.00. What could happen if you continue to over-charge?"	g. Card can be taken away. Bad credit record	___	___	V
33. Given a sample bill from a credit card, and questions relating to credit card bills, the student indicates one or more of the appropriate responses:				
a. "You disagree or find a mistake on your bill. What should you do?"	a. Notify the company in writing (or by phone initially	___	___	V

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
33.	b. "You receive your bill at the end of the month. You can not pay the full amount. What can you do?"	b. Pay the minimum amount due, contact the business/credit manager	___	___	V
	c. "What (or where) is the finance charge?"	c. Monthly charge for deferred payment	___	___	V
34.	Given the following questions regarding credit, the student indicates one or more of the appropriate responses:				
	a. "What is credit?"	a. Credit is a way of buying things without paying money at the time of purchase	___	___	IV
	b. "When you borrow money you pay a charge on that money. What is this charge called?"	b. Interest, finance charge	___	___	IV
	c. "Why do people need to use credit?"	c. They do not have enough money to pay for goods or services, to build a credit record in their name	___	___	V
	d. "Some store offer 'layaway' plans. Explain what a 'lawaway plan' is."	d. Payment down on item item where the store 'holds' item until you pay off by installments or total balance.	___	___	V
	e. "Tell me some reasons why credit can be good".	e. Deferred payment smaller payments immediate purchase	___	___	V
	f. "Tell me some reasons why credit can be bad."	f. Overextending your ability to pay high interest rates	___	___	V
	g. "You can buy a chair for $50.00 and pay cash or buy the same chair on monthly credit for $50.00 and pay 18% interest. Which will save you money?"	g. Cash	___	___	VI

	EVALUATOR SAYS		STUDENT RESPONSES	YES	NO	LEVEL
34. h.	"Which is better? 15% interest on $100 loan payed monthly for 2 years or 3% interest on a $100 loan over 3 years?"	h.	15% interest on a $100 loan payed monthly for 2 years			VI
I.	Paychecks					
35.	Given a sample paycheck and a stub showing payroll deductions, the student will indicate one or more of the appropriate responses for the following questions:					
a.	"What is a paycheck?"	a.	Money for working			III
b.	"What is net pay?"	b.	Money received for working after taxes, insurances, or retirement is deducted			V
c.	"What is gross pay?"	c.	Money earned for working before any deductions are made			V
d.	"Which is more, gross pay or net pay?"	d.	Gross Pay			V
e.	"What deductions can be taken out of your paycheck?"	e.	Insurance, Taxes, disability, Social Security, Retirement, Credit Union, Savings Bond, Dues			VI
36.	Given a sample W-2 Form showing yearly deductions, the student will respond to the following questions:					
a.	"What is a W-2 Form?"	a.	It shows how much tax you have paid in one year			V
b.	"How do you use a W-2 form?"	b.	Assists you in filing income taxes			VI

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
J. Taxes				
37. Given the following questions regarding taxes, the student will indicate one or more of the appropriate responses:				
a. "What is a tax?"	a. Money charged by government on income, sales, goods and property	___	___	V
b. "Who pays taxes?"	b. Workers	___	___	V
c. "What are taxes used for?"	c. Used for support Government Services, Education, Social Programs	___	___	V
38. Given a sample Federal Income Tax Form, the student indicates one or more of the appropriate responses:				
a. "You finished mailing your income tax. You receive a letter stating that you owe the government money. What should you do?"	a. Pay the money, contact IRS to discuss payments or disputes	___	___	IV
b. "What is a Federal Income Tax Form?"	b. A form to report income, deductions, to the IRS	___	___	V
c. "Who can fill out (write) this form?"	c. Self, relatives, friends, professional (i.e. H & R Block)	___	___	V
d. "You forget to file income taxes or refuse to pay your taxes. What can happen?"	d. Can be fined, Sent to Jail	___	___	V
e. "You refuse to pay money for taxes you owe What can happen?"	e. You can be put in prison, or fined	___	___	V
f. "How many times a year are you legally required to mail in tax forms to the government?"	f. Minimum of one time per year, If self-employed, four times per year	___	___	VI

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
39. The government can review your tax records. "How long should you save your tax records?"	A minimum of seven years	___	___	VI
K. Insurance				
40. Given the following questions regarding insurance, the student indicates one or more of the appropriate responses:				
a. "What is insurance? What does insurance mean?"	a. Policies for coverage, protection, security	___	___	IV
b. "Name different ways people buy insurance."	b. Insurance Agency Insurance Agent Department Store Companies, Employers Independent Agent	___	___	V
c. "Name some reasons why an insurance policy is good to have."	c. Protection, can save money, earns money, planning ahead	___	___	V
d. "What is an insurance policy?"	d. Description of the conditions and coverages of your insurance	___	___	V
e. "What is a beneficiary?"	e. A person who receives money or goods from an insurance policy or will	___	___	VI
f. "What is a premium?"	f. Amount of money payed for the policy	___	___	VI
g. "What is a deductible policy?"	g. Your policy requires you to pay a set price of total value	___	___	VI
h. "What is cash value?"	h. Amount of money you can receive if you cash in your policy	___	___	VI

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
41. "You refuse or do not pay for your insurance policy. What can happen?"	You can loose your coverage	___	___	V
42. Given the situations which requires specific types of insurance, the student will correctly identify the type of insurance necessary for each of the following situations:				
a. "You go to the hospital for surgery. You must pay for your room, the doctors, the surgery. Name the insurances needed to help pay for these costs?"	a. Medical or Health Insurance Hospital Insurance (may give name, e.g. Blue Cross/ Blue Shield)	___	___	V
b. "You go to town. You return home and your house is on fire. Name type of insurance that may help replace your house?"	b. Fire or Homeowners Insurance	___	___	V
c. "You are married and have four children. You want to make sure your family will be taken care of when you die. What kind of insurance will be needed to help your family with money problems after your death?"	c. Life Insurance	___	___	V
d. "You have burial insurance. What will burial insurance pay for?"	d. Coffin (Casket) Funeral expenses Clothing	___	___	VI
e. "How often do you have to pay for car insurance?"	e. Three months, Six months, One Year	___	___	VI
f. "You drive to the store. It is raining very hard. You try to stop for a stop sign, but slide into the car in front of you. You bend both cars. Name the insurance that may fix both cars?"	f. Automobile Collision Liability Collision	___	___	VI

		EVALUATOR SAYS		STUDENT RESPONSES	YES	NO	LEVEL
42.	g.	"You try to park between two cars. Parallel park). You hit the car behind you. You bend the back of your car. The other car is okay. Name the insurance that may fix your car?"	g.	Collision Automobile Insurance	___	___	VI
	h.	"You come home from work. Your home has been broken into. Your television and stereo are gone. Name the kind of insurance that protects you from theft?"	h.	Homeowners or Renters Insurance	___	___	VI

COMMUNITY AWARENESS ASSESSMENT

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
A. Telephone/TDD				
1. Given a telephone, TDD, and the situations described below, the student will indicate one or more of the appropriate responses.				
a. "You have a fire at your house. What number will you call for help?"	(a) 0, 911, Special TDD#, Fire Dept., Police Dept. or 1-800-855-1155	___	___	III
b. "You need an ambulance at your house. How can you get an ambulance ?"	(c) Dial 0, 911, Special TDD#, Fire Dept., Police, Ambulance Service, or contact neighbor/friend to call.	___	___	III
c. "You want to call your friend who lives in California. You know her name, but you do not know her telephone number. What number will you call to ask for her telephone number?"	(b) Long distance Information, 1 + Area code + 555-1212, just Information 411 or 1-800-855-1155	___	___	IV
2. Given the number to request the time and a telephone (i.e. 437-2906) and the request to dial the number, the student will demonstrate the ability to dial the number correctly.		___	___	IV
3. Given a name of an individual or a business listed in the telephone directory, and the option of using directory assistance services, the student will obtain the correct number.		___	___	IV

B. Community/Information Signs

4. Given pictures, drawings, and/or signs for the following types of community service agencies and transportation services, the student describes and/or demonstrates the purpose of each:

	YES	NO	LEVEL
a. Fire Truck	___	___	III
b. A Bus	___	___	III
c. Police Car	___	___	III
d. Plane	___	___	III
e. Ambulance	___	___	III
f. Post Office	___	___	III
g. Bus Stop	___	___	III
h. Drug Store	___	___	III
i. Airport	___	___	III
j. Library	___	___	III
k. Taxi or Cab	___	___	III
l. Tickets	___	___	III
m. Train Station	___	___	III
n. Hospital	___	___	IV
o. Fire Station	___	___	IV
p. Police Station	___	___	IV
q. Parking	___	___	IV
r. Luggage/baggage	___	___	IV
s. Gate (Airline)	___	___	IV
t. Travel Agency	___	___	IV
u. Boarding Pass	___	___	IV
v. Arrival/Departure Schedules	___	___	V

5. Shown pictures, slides of the following public information signs from the community, the student describes and/or demonstrates the purpose of each:

		YES	NO	LEVEL
a.	Restroom	___	___	III
b.	Telephone	___	___	III
c.	Men/Gentlemen	___	___	III
d.	Women/Ladies	___	___	III
e.	Off	___	___	III
f.	On	___	___	III
g.	Out	___	___	III
h.	In	___	___	III
i.	Hot	___	___	III
j.	Open	___	___	III
k.	Closed	___	___	III
l.	Down	___	___	III
m.	Cold	___	___	III
n.	Up	___	___	III
o.	Pull	___	___	III
p.	Push	___	___	III
q.	Office	___	___	III
r.	Left	___	___	III
s.	Right	___	___	III
t.	Full	___	___	III
u.	Open Slowly	___	___	III
v.	No Parking	___	___	III
w.	Front	___	___	III
x.	Private	___	___	III
y.	No Pets	___	___	III
z.	Quiet-Hospital Zone	___	___	III
aa.	Employees Only	___	___	III
bb.	Handicapped Parking	___	___	III
cc.	Rear	___	___	III
dd.	Enter	___	___	IV
ee.	Empty	___	___	IV
ff.	No Children Allowed	___	___	IV
gg.	Information	___	___	IV
hh.	Do not litter	___	___	IV
ii.	Private Property	___	___	IV
jj.	No Admittance	___	___	IV
kk.	Fine for Littering	___	___	IV
ll.	No Dumping	___	___	IV
mm.	Fire Lane	___	___	IV
nn.	No Loitering	___	___	IV
oo.	No Soliciting	___	___	IV
pp.	Customs	___	___	V

C. General

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
6.	"Where do most nurses work?"	Hospitals, Doctor's Office			III
7.	"What is your address?"	(Examiner should check at later time for correct response)			III
8.	" You need to buy food for your family. What kind of store would you go to get food for one week?"	Grocery store			III
9.	"You want to ride a bus or a taxi. Do you have to pay to ride a bus? taxi? train? on an airplane?"	Yes			III
10.	"You smell smoke in your house. You find a fire in the kitchen. What would you do?"	Contact fire dept. relatives, get out of the house (family, children) Use extinguisher			III
11.	"You see thick smoke coming from the window of your neighbor's house. What would you do?"	Contact fire department, try to warn persons who may be inside			III
12.	"What is your telephone number?"	(Examiner should check at later time for correct response)			III
13.	"You are shopping. You find a person's wallet on the floor. What should you do with the wallet?"	Turn in to store personnel or security personnel			III
14.	"You want to read a book. You have no books. Where can you borrow books for free?"	A friend, library Church			III
15.	"Where could you find the phone number for the police?"	Phone directory, Information services			III
16.	"How much does a stamp for a letter cost?"	20¢ (or current value)			III

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
17.	"What is a Social Security Number?"	Government Identification Number	___	___	III
18.	"You need a stamp for a letter. Where can you buy a stamp?"	Post Office, Stamp Machines	___	___	IV
19.	"You go to a movie. When the movie is finished you go to your car. Your car is gone, it is not in the parking place. What would you do?"	Contact the police, Contact insurance company	___	___	IV
20.	" A child falls out of a tree. The child can not move his leg. He/She has a lot of pain. What would you do?"	Call ambulance, Carry to the emergency room	___	___	IV
21.	"You need to buy a garbage can. Where would you buy one?"	Hardware store, grocery store, department store	___	___	IV
22.	"Your friend falls from a ladder. Your friend does not wake up. You are alone. You cannot lift your friend. Your friend is heavy. What should you do?"	Call ambulance, doctor police, neighbor	___	___	IV
23.	"You come home from work (shopping...) your window is broken and the door is open. What would you do?"	Go to neighbor, contact police	___	___	IV
24.	"Your doctor gives you a slip of paper with an order for medicine on it. Where do you take this paper to get the medicine?"	A drug store, hospital, Pharmacy	___	___	IV
25.	"You have a gift for your aunt. Your aunt lives in California. How can you send the gift from Alabama to your aunt in California?"	Mail, Post Office or United Parcel Services	___	___	IV

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
26. "You are shopping. You see a person take something (steal). The person did not pay and is leaving the store. What would you do?"	Tell or write a note to a policeman, contact store security, tell the manager, sales clerk, or the cashier.	___	___	IV
27. "A small child drinks Chlorox (or poison) What would you do?"	Call Poison Control, Carry to hospital emergency room, Call the doctor	___	___	IV
28. "You are in a car with friends. You are lost. You do not know where you are. How can you and your friends get directions?"	Stop and ask a pedestrian, gas station attendant, a policeman, City Chamber of Commerce, look on a map	___	___	IV
29. "Your mother is sick. She needs to go to a doctor's office far across town. You do not have a car. What transportation can you use to get your mother to the doctor's office?"	Ask a friend to take her, contact Dial-A-Ride, pay a taxi, ask family, contact travelers' aid society	___	___	IV
30. "You do not have a car. You want to go to the store. The store is too far to walk. How can you go to the store?"	Call a friend, taxi, bus, bike, subway	___	___	IV
31. "You will take a bus trip home. You must change buses. You need help to find the right bus. Who can help you?"	Driver, another passenger, person at service desk	___	___	IV
32. "You go home from work at lunch. Your lights will not work, the stove (oven) will not work, and the TV will not work. What would you do?"	Contact the Power Co., Check fuses, Check breakerbox, Call Landlord	___	___	IV
33. "You do not play tennis. You want to play tennis. How can you learn?"	Ask a friend to teach you, Watch TV/movie, racquet club, or sports facility, YMCA, YWCA	___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
34.	"You often feel very depressed and sad. You are always unhappy. You feel lonely. You never associate with any people. You are afraid. You think something is wrong. Maybe you are becoming crazy. Who can you talk to?	A friend, pastor, Mental Health, Counselor, Social Worker, Interpreter, Doctor	___	___	IV
35.	"You move to a big city. You must ride the bus to work. Where can you get the bus schedules?"	Bus Company, Transit Authority, Bus Stop	___	___	IV
36.	"You have moved to a new town. You would like to join a church. How can you find information on what churches are in your community?"	Call Information, Take a walk and see them, Ask neighbors, Co-Workers, Telephone Book, Interpreter	___	___	IV
37.	"You need a job. Where can you find help to locate (find) a job?"	State Employment Office, Professional employment agencies (i.e. Snelling & Snelling), Look in the Classified Section of newspaper, friends,	___	___	IV
38.	"You have no job, no money You are hungry and cannot buy food. What can you do?"	Contact: Dept. of Public Welfare, Church, Food Stamp Office, Vocational Rehahibilation Service, relative	___	___	IV
39.	"You would like to take exercise classes (i.e. aerobics, weight lifting, gymnastics). How can you find information on exercise classes offered in your town?"	Watch for advertisements in the newspaper or on TV, Contact the Parks and Recreaation Department, Community Recreation Center, or local schools, co-workers, friends	___	___	IV
40.	"You want to rent an apartment or a house. Where can you go for assistance in finding a house or apartment?"	Realtor, Center for Independent Living, Housing Authority, newspaper, friends, Social worker	___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
41.	"You do not earn much money. Your child does not go to school. You need a cheap baby sitter for your child when you go to work all day. all day. Where can you find cheap child care?"	Dept. of Public Welfare, Head Start Program, Friends, neighbors, Relatives	___	___	IV
42.	"You would like to join a club (e.g. square dancing, boating, fishing, deaf, blind). Where can you find information on clubs offered in your community?"	Chamber of Commerce, Center for Independent Living, Co-workers, Friends, Social Worker	___	___	IV
43.	"You need a job. You want to learn new work. You do not have money for school. You do not have job skills. Who can you contact for help?"	Vocational Rehabilitation, Trade School	___	___	IV
44.	"You do not want to get pregnant. You do not have money to buy birth control (pills, condoms, diaphragms). Where can you apply for free birth control?"	Health Department Family Planning Planned Parenthood	___	___	IV
45.	"You have a car and the tires are low on air. Where can you go to get air for your tires?"	Gas station	___	___	V
46.	"You want your money in a checking account or savings account. Where can you bring your money?"	Bank, Credit Union, Savings and Loan	___	___	V
47.	"You are shopping. Your child is lost/separated from you. You can't find your child anywhere. What would you do?"	Sit down in one place and wait until she finds me, Ask the store manager or clerk to page the child and let the child know where I am, Contact policeman or security.	___	___	V

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
48. "You come home from work. You smell gas in your house. What would you do?"	Contact the Gas Company and/or Fire Department, stay out of the house, make sure your family is outside of the house, Open windows for ventilation, check heater/stove, Don't use lighter or match			V
49. "You want to put a telephone (or TDD) in your house. Who do you contact to get the telephone (or TDD)?"	Telephone Company, Communication Company			V
50. "You want to go to a movie. You don't know what movie is playing in town, or what time the movie starts. How do you get this information?"	Call the theater, look in newspaper, go read the signs at the theater			V
51. "You are at work. You meet a hearing (non-hearing) friend. The friend cannot sign (uses sign language). How can your friend (you) learn sign language?"	Teach self, use interpreter, take a class			V
52. "You want to buy a car. You do not have enough money. Where do you borrow money for a car?"	A bank, loan company, credit union, auto dealer			V
53. "You get a new job. You have two young children. Your children are not in school. Where can your children stay when you are at work?"	Day Care, babysitters, Parents			V
54. "You need help to pay for your doctor bills and hospital bills. You do not have enough money. What can you do?"	Use Medicaid/ Medicare; Ask parents, friends, or relatives to pay; Credit arrangements with doctor/hospital			V

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
55.	"You (your wife) are (is) pregnant. You want to learn how to eat right, sleep, exercise to take care yourself and the baby before the baby is born. Where can you go?"	The doctor, Dept. of Public Health, Nursing Schools, hospitals			V
56.	"You have just been in a car accident. Your friend was hurt bad and had to go to the hospital emergency room. You need to call your friend's mother to let her know what happened, but the telephone is busy at the mother's house. The telephone stays busy for more than an hour. What can you do to get your call through to the mother?"	Contact the Operator explain that it's an emergency and ask her/him to connect you, ask a policemen to make contact.			V
57.	"Why do you need a Social Security Number?"	To work, pay taxes, identification, post social security earnings to your account for retirement			V
58.	"You want your children to start school. Your child did not have shots. The school requires shots. Where can you go for low-cost shots for your children?"	Public Health Department			V
59.	"You are involved in a car accident. You are hurt bad. You cannot work for two months. You do not have money to pay your house bills and for food. Where can you apply for help with money?"	Social Security Office, Unemployment Office			V

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
60.	"You bought a new washing machine two days ago. You paid a lot of money for the machine. Today, the washing machine broke. You go to the store and ask them to fix it. They do not fix it. You ask again. It does not improve. The store manager refuses to help you. What can you do?"	Contact: Better Business Bureau, Legal Aid, Consumer Agency, Home Office of the business			V
61.	"You want to fly to Florida. The plane might be full of people. How do you plan ahead to buy/save a seat?"	Contact the airline, Contact Travel Agency			V
62.	"You lost your job. Where could you apply for money to pay for food and house bills as you look for another job?"	State Unemployment Office, Welfare, Vocational Rehabilitation, friend			V
63.	"What is Medicaid and Medicare?"	Supported health care, Government insurances for the elderly and low income individuals			V
64.	"You have a disabled child. Where could you apply for help in paying the child's medical bills (doctors' visits, etc.)?"	State Crippled Children's Services, Dept. of Welfare, Social Security Office			V
65.	"You must sign a lease for an apartment or house. You cannot understand the language of this lease/contract You want an interpreter/reader to explain it to you. Where can you go to ask for an interpreter/reader?"	A hearing/sighted friend, Advocacy Group, Office for the Handicapped, Center for Independent Living, Lawyer, National Registry of Interpreters for Deaf, Chamber of Commerce			V
66.	"How do you apply for Medicaid or Medicare?"	Apply at Dept. of Welfare or Department of Pensions and Security			VI

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
67. "You look for a house or apartment. You do not have enough money to pay rent. You earn little money. You need low-rent housing. Where can you apply for low-rent (cheap apartments or houses?"	Housing Authority, FHA, Veterans Administration	___	___	VI
68. "You are looking for a job. You want to work for the United States Civil Service. How do you find listings on the Federal Registry for the Civil Service?"	State Employment Office, Post Office, Courthouse, State Rehabilitation Office	___	___	VI

LEGAL AWARENESS ASSESSMENT

Given the following situations regarding aspects of legal issues, the student/client will offer one or more of the appropriate responses:

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
A. Basic Laws				
1. "Name two reasons why we need policemen."	To help with people with non-criminal problems, to enforce laws; to protect the people	___	___	III
2. "A policeman stops you. Should you run away?"	No	___	___	III
3. "The police catch a person selling marijuana (pot). What can happen?"	Fined; jailed	___	___	III
4. "The police find a person person smoking marijuana (pot). What can happen?" happen?"	Fined; jailed	___	___	III
5. "You live by yourself. You leave the house. Someone is following you. You are afraid. What should you do?"	Run, yell, try to find other people; Contact police	___	___	III
6. "Why do we have laws?"	To protect people, Rules for people to follow	___	___	III
7. "The law requires people to be a specific age to drink beer, wine, and liquor. A person should be how old to drink beer, wine, or alcohol (use appropriate state)?"	18 years of age for the State of Alabama (use appropriate age for state)	___	___	III
8. "The police stop a person for speeding in a car. [illegible]hat can happen?"	Get a ticket; pay a fine; Get points on your driver's license.	___	___	IV

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
9. "You are riding in the car with your friend. Your friend is driving very fast. You and your friend have been drinking. The police stop you. What could happen to your friend?"	Breath test, ticket, be arrested fined, get a warning	___	___	IV
10. "You are riding and eating in a car. You throw your trash out the window. The police see you and stop the car. What can happen?"	Get ticket for littering; pay fine	___	___	IV
11. "The law requires people to be a specific age to drive. A person should be how old to drive (Use appropriate state.)?"	16 (or appropriate age for state)	___	___	IV
12. "The law requires a person to be a specific age to marry without permission of parents. A person must be how old to get married without permission from parents in (use appropriate state)?"	18 years of age for the State of Alabama (use appropriate age for state)	___	___	IV

B. Legal System

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
13. "You committ a crime (e.g., rob, steal, kill, etc.). The police come to your house to arrest you. Where will they take you?"	Jail, court-house,detention center	___	___	III
14. "What is a lawyer?"	Lawyer represents people in court, helps settle legal questions, cases, Authority on laws	___	___	IV
15. "Why do people need the service of a lawyer? Give examples."	Represent in court for divorce, suit, Settlements on property, wills, etc.	___	___	IV

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
16.	"A person steals a T.V. The person offers to sell the T.V. to you for a cheap cost. Should you buy the T.V.?"	No			V
17.	"You did something wrong (e.g., stealing, robbery, murder). You go to court. Who decides what will happen to you?"	Jury, Judge			V
18.	"You have to go to court for an automobile accident. You need a lawyer. How will you find one?"	Telephone Book, friend, relatives, Legal Aid Society.			V
19.	"You want a divorce. You must go to court. Who pays for your lawyer?"	You do			V
20.	"You are put in jail for stealing. How can you get out of jail before your trial?"	Pay bail, contact legal aid or a lawyer			V
21.	"You receive a letter from the court office requesting that you appear for jury duty. What could happen if you ignore the letter and do not show up on the specific date?	The sheriff can come and take you. Can be held for contempt of court. May pay a fine			V
22.	"You do not have money to pay a lawyer. Where can you ask for free legal help?"	Legal Aid Society; the courts provide free public defender			V
23.	"You are in a bar. Other people in the bar start to fight. You do nothing. A man hits you. Can you sue (take to court) the man?"	Yes			VI

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
24.	"You receive a letter from the court office. The letter requests you to appear for jury duty. What should you do?"	Report for duty on appropriate day or file a request to cancel through the courthouse.	___	___	VI
25.	"What is a legal confession?"	This is a paper that says you did a crime (broke a law)	___	___	VI
26.	"A policeman tells you to sign a confession. Are you required to sign the paper?"	No	___	___	VI
27.	"What is 'plea-barganing'?"	A way of settling a case out of court with lawyer; admitting guilt to a lesser crime	___	___	VI

C. Basic Rights

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
28.	Given a sample voting registration form to complete, the student:				
	(a) Is unable to complete the form		___	___	II
	(b) Requires physical prompting to complete the form		___	___	III
	(c) Completes the form with verbal/total communication prompting		___	___	IV
	(d) Completes the form independently		___	___	VI
29.	The law requires people to be a specific age to vote. A person should be how old to vote?"	18 years of age	___	___	V
30.	"Imagine you want a certain person to become president. How would you help that person to become president?"	Vote, talk with friends, give donations to campaigns, volunteer your time	___	___	V

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
31.	"You are tired and do not want to go to vote. Can your friend vote for you?"	No	___	___	V
32.	"What do you have to do before you vote?"	Register	___	___	V
33.	"Where do you register to vote?"	School, courthouse, college, designated places in the community	___	___	V
34.	"You rent a television from from a company. One month later, it is stolen from your house. You have no homeowner's insurance. Who must pay for the TV?"	You do.	___	___	V
35.	"You go to the polls to vote. You have registered and your name is on the list. You wait in line for your turn. You walk into the voting machine. You are confused and don't know how to work the machine. Who can help you?"	Workers at the polls.	___	___	V
36.	"There are three different people running for the president. How do you know which person to support (vote for)?"	Read newspaper, magazines, TV, radio, speeches, rallies, to determine their positions on the issues	___	___	V
*37.	"You are deaf. You decide to get a divorce and need an interpreter for court. How do you find an interpreter?"	Talk to friends, relatives, minister, Independent Living Center, Rehabilitation Counselor	___	___	V
38.	"Why is it important to vote?"	Protect the rights of people through representation	___	___	VI

	EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
39.	"You are driving down the street and the police stop you. They throw you up against the car, pin you down and search the car. When they finish, they tell you to "watch out for yourself" and leave. What should you do?"	Get their name/badge number; Contact lawyer; File suit against the city	___	___	VI
40.	"Your town is having an election (vote) in June. You will be away on vacation. You must apply for an absentee vote before you leave. Where do you apply for an absentee vote?"	Courthouse	___	___	VI
41.	"Your child is mentally retarded. The school system in your town does not have a class for your child. The school wants you to send your child to a program in another town. Who is responsible to pay the tuition and transportation?"	The School System	___	___	VI
42.	"You are disabled. You want to buy a house. No one wants to sell you their house. You feel as though you are being punished because you are disabled. What can you do?"	Contact Realtor's Commission; contact Home Loan Bank Board; contact Federal Reserve Board; Civil Rights Commission	___	___	VI
43.	"You are caught stealing The police come to take you to jail. The police are required to read you your rights to you. Describe all four rights."	(a) Right to remain silent (b) Anything you say can and will be held against you (c) You have a right to a legal counsel during questioning (d) If you cannot afford a lawyer, the court will appoint one	___	___	VI

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
44. "You are blind, (deaf/disabled). You graduate from college and get a teacher's certificate. You apply for several jobs and are continually not accepted. It seems you are not hired because you are blind, (deaf/disabled). What can you do?"	File complaint with the National Labor Relations Board; seek leagal advice; advice; contact Rehabilitation Counselor, State Representative blind organization	___	___	VI
D. Contracts/Leases				
45. "You are renting a house. You do not pay your rent for five months. Your landlord is upset. What can happen?"	Can be evicted forced to pay back rent	___	___	IV
46. "A person should always read a contract before signing it. If you do not understand a contract, should you sign it?"	No	___	___	V
47. "You borrow money from the bank to help you buy a car. You have to sign a paper promising that you will pay the bank $100.00 every month until you finish paying for the car. You miss two or three payments. What can the bank do?"	Repossess the car; charge over-due costs	___	___	V
48. "You have a credit card. You receive your bill. You do not pay your bill for many months. Credit collectors began to write you and threaten to take legal actions against you. What could happen?"	Can be taken to court, and sued, possible fine possible jail sentence	___	___	V
49. "You order a set of dishes from a mail catalog. You send a check. Three months later, no dishes. What should you do?"	Contact the company; contact bank about your check; contact Contact Better Business Bureau	___	___	V

EVALUATOR SAYS	STUDENT RESPONSES	YES	NO	LEVEL
50. "You read a contract and do not understand the agreement. Who can you contact to help you understand the contract?"	An interpreter; family; lawyer; reader for the blind; Vocational Rehabilitation Counselor	___	___	V
51. "You just moved into a new apartment. You are given a piece of paper to read and sign for the apartment. This paper includes the rules and regulations regarding the apartment (e.g., no pets allowed, a six week's notice is required prior to moving out). What is this paper called?"	Contract/lease	___	___	V
52. "A contract is an agreement between two or more people. Name two examples of contracts you may make."	Job contract; House contract; Apartment lease; contracts for goods or services; Credit cards; loans	___	___	V
53. "You move into a new apartment. You are required to pay $100.00 deposit for the apartment. You sign a lease/contract. The lease says you will stay for twelve months. Two months later, you want to move. Does the owner have to give you your deposit/money back?"	No	___	___	V

SOCIAL/INTERPERSONAL CHECKLIST

During a given observation period, the student will be assessed by his/her case manager, instructional staff and/or residental staff for frequency of occurrence the following behaviors:

	N.O. 0 pts.	INFREQ'LY/ NEVER 1 pt.	OCCASIONALLY 2 pts.	CONSISTENTLY 3 pts.
1. Accepts help of others in friendly manner	___	___I	___II	___III
2. Stimulated/motivated by praise	___	___I	___II	___III
3. Cooperates with group activities when encouraged, i.e., passive participation	___	___I	___II	___III
4. Claims ownership only for items he/she rightfully possesses	___	___I	___II	___IV
5. Carries out daily routines of self-care, etc., or simple familiar tasks without supervision	___	___II	___III	___IV
6. Asks permission to borrow items belonging to others	___	___I	___II	___IV
7. Offers greetings and farewells to others appropriately	___	___I	___II	___III
8. Interacts respectfully with authority figures				
a. With authority figures proficient in individuals primary mode of communication.	___	___I	___II	___III
b. With authority figures who are not proficient in the individual's primary mode of communication.	___	___II	___III	___IV
9. Seeks attention in manner appropriate to situation	___	___I	___II	___IV
10. Uses expressions of courtesy, e.g., "please", "thank you", "you're welcome", appropriately	___	___I	___II	___IV

	N.O. 0 pts.	INFREQ'LY/ NEVER 1 pt.	OCCASIONALLY 2 pts.	CONSISTENTLY 3 pts.
11. Uses facial expression, gestures body posture and/or vocalizations (humming, sighs, etc.) appropriate to situation to complement/facilitate conversational content	___	___II	___III	___IV
12. Initiates and participates in conversations with others	___	___I	___II	___IV
13. Looks at person while speaking/signing, i.e., eye contact	___	___I	___II	___IV
14. Tells the truth	___	___I	___II	___IV
15. Demonstrates willingness to help others when asked	___	___I	___II	___IV
16. Spontaneously and eagerly participates in group activities, i.e. active participation				
a. With others having same disability, e.g., deaf participates with deaf, etc.	___	___I	___II	___IV
b. With others having different disability, e.g. blind participates with hearing-impaired, etc.	___	___II	___III	___IV
c. With others having no disability, e.g. deaf participates with hearing, etc.	___	___II	___III	___IV
17. Takes care of others' belongings	___	___II	___III	___IV
18. Shows consideration for feelings of others	___	___II	___III	___IV
19. Responds appropriately when approached by others	___	___II	___III	___IV
20. Expresses and controls emotions appropriately	___	___II	___III	___IV

	N.O. 0 pts.	INFREQ'LY/ NEVER 1 pt.	OCCASIONALLY 2 pts.	CONSISTENTLY 3 pts.
21. Accepts friendly teasing without upset	___	___II	___III	___IV
22. Accepts apologies of others in friendly manner	___	___II	___III	___IV
23. Accepts appropriate gifts from others in friendly manner	___	___II	___III	___IV
24. Uses touch appropriately to complement conversational message, i.e., handshake, pat on shoulder, etc.	___	___II	___III	___IV
25. Maintains appropriate physical distance in social interactions, i.e., both parties are comfortable with distance from each other	___	___II	___III	___IV
26. Performs assigned duties with minimal supervision	___	___II	___III	___IV
27. Requests assistance, services, information when appropriate and in a friendly manner.	___	___I	___II	___IV
28. Shares items with others				
a. With others having same disability, e.g., deaf sharing with deaf, etc.	___	___I	___II	___IV
b. With others having different disability e.g., blind sharing with hearing-impaired, etc.	___	___I	___II	___IV
c. With others having no disability, e.g., deaf sharing with hearing, etc.	___	___I	___II	___IV

	N.O. 0 pts.	INFREQ'LY/ NEVER 1 pt.	OCCASIONALLY 2 pts.	CONSISTENTLY 3 pts.
29. Takes turns willingly				
a. With others having same disability, e.g., deaf taking turns with deaf, etc.	___	___I	___II	___IV
b. With others having different disability e.g., blind taking turns with hearing-impaired, etc.	___	___I	___II	___IV
c. With others having no disability, e.g., deaf taking turns with hearing, etc.	___	___II	___III	___IV
30. Abides by laws of society and local community	___	___II	___III	___IV
31. Looks for and engages in activities to constructively use time	___	___II	___III	___IV
32. Initiates social interaction with others				
a. With others having same disability, e.g., deaf initiates with deaf, etc.	___	___II	___III	___IV
b. With others having different disability, e.g., blind initiates with hearing impaired, etc.	___	___II	___III	___IV
c. With others having no disability, e.g. deaf initiates with hearing, etc.	___	___II	___III	___IV
33. Offers apologies to others when appropriate	___	___II	___III	___IV
34. Accepts change and adjusts accordingly with minimal upset	___	___II	___III	___IV

	N.O. 0 pts.	INFREQ'LY/ NEVER 1 pt.	OCCASIONALLY 2 pts.	CONSISTENTLY 3 pts.
35. Sits or stands erect in conversations with others i.e., does not slouch, cower, etc.	___	___II	___III	___IV
36. Corrects errors in behavior/ performance without direction or seeks assistance to correct errors	___	___II	___III	___IV
37. Meets time deadlines in daily routine	___	___II	___III	___IV
38. Understands and respects privacy of others	___	___II	___III	___IV
39. Continues to work at difficult, frustrating tasks with minimal upset when given purposeful, reasonable assignments.	___	___II	___III	___IV
40. Initiates own leisure activities	___	___II	___III	___IV
41. Conversational contribution is relevant to topic/situation	___	___II	___III	___IV
42. Waits while others speak/sign and pauses to allow others to speak/ sign in conversation	___	___II	___III	___IV
43. Displays sense of humor in appropriate situations				
a. With persons proficient in the individuals primary mode of communication.	___	___II	___III	___IV
b. With persons not proficient in the individual's primary mode of communication.	___	___II	___III	___ V
44. Remains calm and accepts blame when justly blamed for errors in behavior/performance	___	___II	___III	___IV
45. Performs as promised when agreement is made with others	___	___II	___III	___IV

	N.O. 0 pts.	INFREQ'LY/ NEVER 1 pt.	OCCASIONALLY 2 pts.	CONSISTENTLY 3 pts.
46. Volunteers assistance to others	___	___II	___III	___IV
47. Accepts criticism without undue upset				
a. From others with same disability, e.g., deaf accepts criticism from deaf, etc.	___	___II	___III	___IV
b. From others with different disability, e.g., blind accepts criticism from hearing-impaired, etc.	___	___II	___III	___IV
c. From others with no disability, e.g., deaf accepts criticism from hearing, etc.	___	___II	___III	___IV
48. Returns borrowed items on time and in good condition	___	___II	___III	___ V
49. Accepts responsibility for actions/decisions	___	___II	___III	___ V
50. Conversational contribution is appropriate to situation in quality and manner, i.e., contribution is orderly,clear, non-offensive and true to fact	___	___II	___III	___ V
51. Offers compliments/gifts sincerely without intention of inappropriate attention-seeking				
a. To others with same disability, e.g., deaf offers compliments sincerely to deaf, etc.	___	___II	___III	___ V

	N.O. 0 pts.	INFREQ'LY/ NEVER 1 pt.	OCCASIONALLY 2 pts.	CONSISTENTLY 3 pts.
51. Cont.,				
b. To others with different disability, e.g., blind offers compliments sincerely to hearing-impaired etc.	___	___II	___III	___ V
c. To others with no disability, e.g., deaf offers compliments sincerely to hearing, etc.	___	___II	___III	___ V
52. Keeps appointments and social obligations as scheduled or makes necessary contacts if unable to attend	___	___II	___III	___IV
53. Recognizes problems when they occur	___	___II	___III	___IV
54. Conversational contribution is appropriate in length, i.e., contribution relays as much information as the situation requires; not long, repetitious, or boring; not too short, sketchy, inadequate				
a. With persons proficient in individual's primary mode of communication.	___	___II	___III	___IV
b. With persons not proficient in individual's mode of communication.	___	___II	___III	___IV
55. Introduces self to others appropriately				
a. To others with same disability, e.g., deaf introduces self to deaf, etc.	___	___II	___III	___IV
b. To others with different disability, e.g., blind introduces self to hearing-impaired, etc.	___	___II	___III	___IV
c. To others with no disability, e.g, deaf introduces self to hearing	___	___II	___III	___IV

	INFREQ'LY/ N.O. 0 pts.	NEVER 1 pt.	OCCASIONALLY 2 pts.	CONSISTENTLY 3 pts.
56. When necessary, stands up for self assertively, without "stepping on others feelings" or "putting others down"				
a. With others proficient in the individual's primary mode of communication.	___	___II	___III	___IV
b. With others not proficient in the individual's primary mode of communication.	___	___III	___IV	___ V
57. Tries to improve weaknesses in behavior/performance	___	___II	___III	___IV
58. Estimates own strengths and weaknesses realistically	___	___II	___III	___IV
59. Identifies possible solutions and consequences when problem-solving	___	___II	___III	___IV
60. Makes decisions and initiates realistic, constructive actions towards resolution of problems	___	___II	___III	___IV
61. Initiates group activities, i.e., leader and/or organizer				
a. With others having same disability, e.g., deaf initiates with deaf, etc.	___	___II	___III	___IV
b. With others having different disability, e.g., blind initiates with hearing impaired, etc.	___	___II	___III	___IV
c. With others having no disability, e.g., deaf initiates with hearing, etc.	___	___II	___III	___ V

MALADAPTIVE BEHAVIOR CHECKLIST

The student will be observed by his/her case manager, instructional staff and/or residential staff, for evidence of the following behaviors, which, if demonstrated, will be rated according to this three point scale.

	N.O.	INFREQ'LY/ NEVER	OCCASIONALLY	CONSISTENTLY
	0 pts.	3 pts.	2 pts.	1 pt.
1. Displays/threatens acts of physical violence to self, e.g., suicidal threats, head-banging, self-induced vomiting, etc.	___	___III	___II	___II
2. Displays/threatens acts of physical violence to others, e.g., instigates fights, hits others, etc.	___	___III	___II	___II
3. Displays/threatens acts of physical violence to property, e.g., setting fires, vandalism, abuse of agency equipment, etc.	___	___IV	___III	___II
4. Engages in gossip/teasing which is malicious/distressing to others.	___	___IV	___III	___II
5. Engages in delinquent behaviors, e.g., running away, stealing/suspected stealing, lying/cheating, etc.	___	___IV	___III	___II
6. Displays inappropriate/ excessive physical contact toward others, e.g., excessive hugging, touching, etc.	___	___ V	___IV	___II
7. Exhibits constant and/or excessive physical activity, e.g., restlessness, will not sit still, etc.	___	___ VI	___ VI	___II

	N.O. 0 pts.	INFREQ'LY NEVER 3 pts.	OCCASIONALLY 2 pts.	CONSISTENLY 1 pt.
8. Displays excessive anxiety when separated from family/ significant other(s)	___	___IV	___III	___III
9. Exhibits excessive/ unrealistic fears, e.g., fear of new activities, fear of elevators, etc.	___	___ V	___IV	___III
10. Bosses or manipulates others for own advantage.	___	___ VI	___ VI	___III
11. Uses excessive profanity/ obscene gestures.	___	___ VI	___ VI	___III
12. Cries easily/excessively; crying spells	___	___ VI	___ VI	___III
13. Complains of mistreatment/ discrimination which is unfounded	___	___ VI	___ VI	___III
14. Masturbates in public.	___	___III	___II	___II
15. Exhibits sexual body parts inappropriately in public.	___	___III	___II	___II
16. Openly and actively rebels against rules, regulations, routine, and/or authority, e.g., refusal, performs opposite of request, mockery, verbally hostile, purposefully disrupts others, etc.	___	___IV	___III	___II
17. Passively resists or ignores rules, regulations, routine, and/or authority, e.g., excessive tardiness, purposeful absence, procrastination, purposeful inattentiveness to task, does not "hear" directions, etc.	___	___IV	___III	___II

		N.O. 0 pts.	INFREQ'LY NEVER 3 pts.	OCCASIONALLY 2 pts.	CONSISTENTLY 1 pt.
18.	Displays inadequate, excessive, or unusual patterns of food intake, e.g., bingeing, vomiting after meals, stringent unhealthy dieting, etc.	___	___IV	___III	___II
19.	Dislikes or avoids physical contact from others.	___	___ VI	___ VI	___II
20.	Perseverates about fantasy or unrealistic desires.	___	___IV	___III	___III
21.	Disrupts others' activities for malice or attention.	___	___ VI	___ VI	___III
22.	Complains of physical ailments	___	___ VI	___ VI	___III
23.	Over-estimates own capabilities and/or denies impact of disability, e.g., talks about unrealistic future plans, attempts activities beyond abilities, etc.	___	___ VI	___ VI	___III
24.	Is consistently too critical of self, e.g., refers to self as dumb, incapable, blames self excessively, voices feelings of inferiority, etc.	___	___ V	___IV	___IV
25.	Engages in homosexual activity indiscriminately.	___	___IV	___III	___II
26.	Engages in heterosexual activity indiscriminately.	___	___IV	___III	___II
27.	Talks/signs to self, inanimate objects, and/or non-existent persons or claims to hear non-existent voices.	___	___IV	___III	___II

	N.O. 0 pts.	INFREQ'LY NEVER 3 pts.	OCCASIONALLY 2 pts.	CONSISTENTLY 1 pt.
28. Displays general lack of responsiveness to enviornment, e.g., minimal reaction/interaction with others, withdrawal from people, etc., slowed lethargic activity level not emotinal,etc.	___	___IV	___III	___II
29. Misuses alcohol, drugs, tobacco, or food	___	___IV	___III	___II
30. Exhibits inappropriate vocal habits, e.g., talking too low/loud, humming other unpleasant noises, etc.	___	___ VI	___ VI	___III
31. Exhibits/complains of unhealthy sleep habits	___	___ VI	___ VI	___III
32. Underestimates own capabilities and/or overestimates the impact of disability, i.e., focuses on handicap to exclusion of assets.	___	___ VI	___ VI	___III
33. Reacts poorly to frustration/change, e.g., becomes upset, withdraws, blames mistakes on others, etc.	___	___ VI	___ VI	___III
34. Exhibits non-aggressive, repetitive, self-stimulating behaviors, rituals, or odd mannerisms, e.g., rocking, eye-poking, light-gazing, bizarre body positions, smelling/tasting objects, teeth-grinding, hand-washing, etc.	___	___IV	___III	___II
35. Demonstrates poor judgement in situations where harm to self or others is possible, e.g., crossing street without looking, careless use of tools, etc.	___	___IV	___III	___II

	N.O. 0 pts.	INFREQ'LY NEVER 3 pts.	OCCASIONALLY 2 pts.	CONSISTENTLY 1 pt.
36. Displays extreme mood changes without apparent cause, e.g. cheerful to depressed, passive to aggressive, etc.	___	___IV	___III	___II
37. Engages in daydreaming	___	___ VI	___ VI	___III
38. Exhibits excessive dependency on others for emotional support, e.g., over-reliance on others for decisions, "latching" on to another person, etc.	___	___ V	___IV	___III
39. Displays poor memory for recent happenings/ learning.	___	___ VI	___ VI	___III

SCORING AND INTERPRETATION

Upon completion of the administration of any of the NILS Assessment Instruments, the evaluator should turn to the back page of the specific recording form. Space is provided there to compute the total score, to plot the point distributions on a profile and to interpret the results of the assessment.

To complete the scoring, each subsection total is first determined by adding the points circled for each item within the subsection. Place that total in the box at the end of the subsection as indicated in the example below:

ITEM	PERFORMANCE U	 PP	 VP	 I
A. Personal Hygiene				
1. (a) toileting without accident	0	1	2	[✓ 3]
(b) put on clothes	0	1	2	[✓ 3]
(c) clothing fasteners	0	1	[✓ 2]	3
(d) deodorant	0	1	[✓ 2]	3
(e) teeth/dentures	0	1	2	[✓ 3]
(f) tie shoes	0	1	[✓ 2]	3
(g) bathe/shower	0	1	[✓ 2]	3
(h) comb/brush hair	0	1	2	[✓ 3]
(i) shampoo hair	0	1	[✓ 2]	3
* (j) women: menstrual hygiene	0	1	[✓ 2]	3
* (k) men: shave/trim	0	1	2	[✓ 3]
* (l) women: make-up	0	[✓ 1]	2	3
(m) clean/trim nails	0	[✓ 1]	2	3
2. Obtains and uses hygiene supplies	0	[✓ 1]	2	3
Subsection A Total =			30	

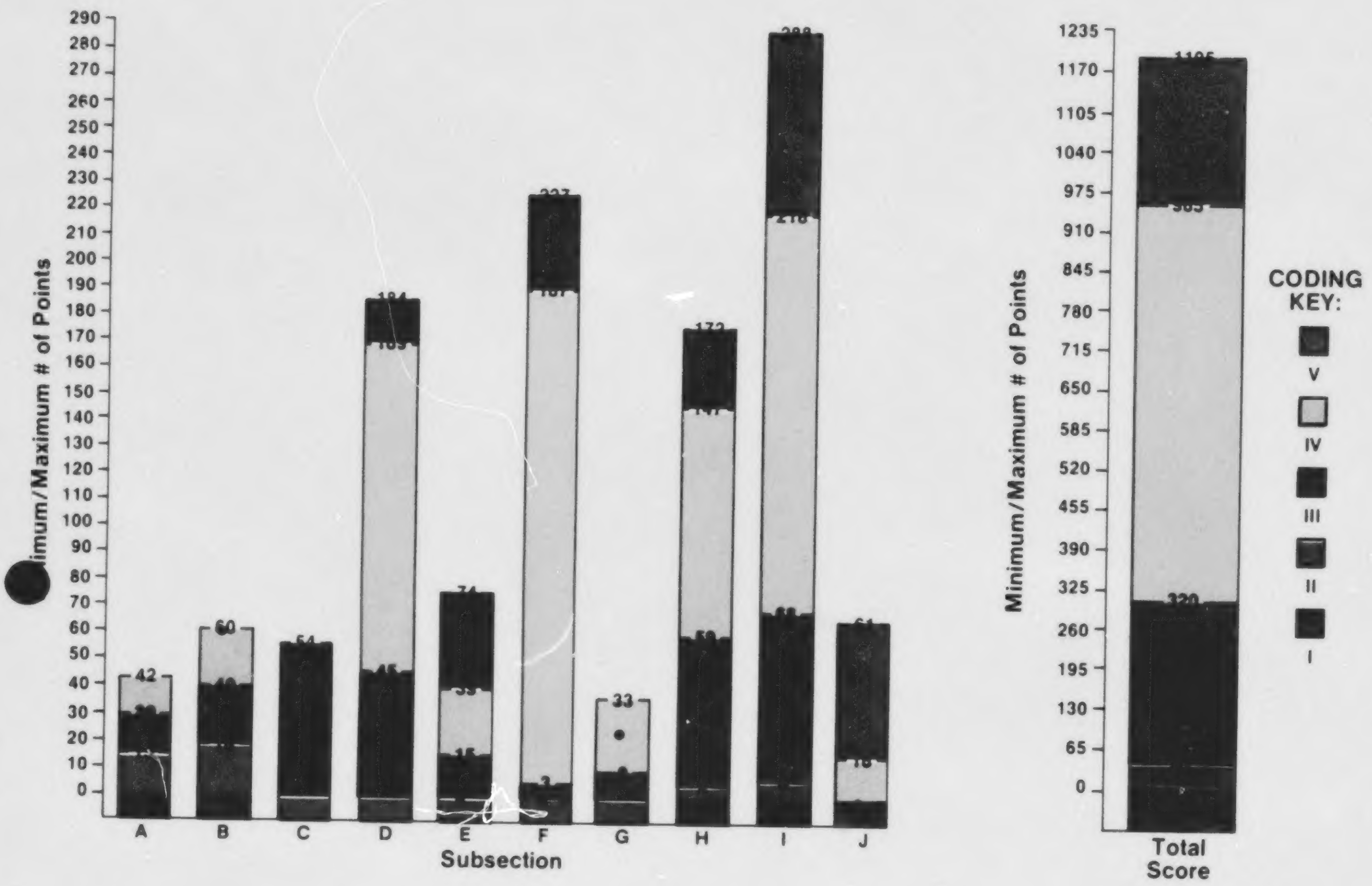
When all subsection scores have been computed, these scores should be transferred to the last page of the recording form in the "Scoring" section in the appropriate space. They are then added to determine the client's total score for that independent living skills assessment. A sample form is included below to clarify scoring instructions.

SCORING

SUBSECTION TOTAL		SUBSECTION
30	A.	Personal Hygiene
60	B.	Eating Skills
40	C.	Hygiene/Grooming
12	D.	Basic Health
0	E.	Medical History
0	F.	Knowledge of Medicatons
25	G.	Adaptive Equipment
29	H.	Basic First Aid & Safety
39	I.	Sexuality
0	J.	Use and Abuse of Drugs
235		HEALTH/HYGIENE Total Score

Results of the client/student's performance are based on the total number of points scored on an assessment and the subsections among which points were distributed. Once the subsection scores have been added to compute the total score, each of the subsection totals and the total score are "plotted" within the appropriate range of points on the labeled bar graphs provided on that recording form.

Continuing with the scoring example utilized previously, please refer to the graph below to examine how the scores are plotted:



A student's/client's performance is interpreted by matching the assigned range of each plotted score to the color coding key. These colors correspond to the following living levels (Appendix A):

Blue = Level I
Green = Level II
Orange = Level III
Yellow = Level IV
Red (Pink) = Level V
Purple = Level VI

By matching the color of the point range within which a particular subsection or total score falls to the key, the level of supervision for that subsection or assessment can be determined. The corresponding Roman numerals are then transferred to the appropriate spaces on the recording form.

From the example depicted by the previous graph the following interpretation can be made:

INTERPRETATION

Match the color of the point range in which each subsection score and the total score are plotted to the coding key to obtain the Level of Supervision for each. Then transfer each Roman numeral to the corresponding spaces below.

SUBSECTION	A	B	C	D	E	F	G	H	I	J	TOTAL SCORE
LEVEL	IV	IV	III	III	II	II	IV	III	III	III	III

The Level of Supervision obtained on the subsections of this assessment indicate the client's relative strengths and weaknesses on the component tasks of HEALTH/HYGIENE.

The client's total score on this assessment indicates that he/she demonstrates a general performance/knowledge of HEALTH/HYGIENE comparable to individuals who may successfully function in a Level III environment.

Analysis of the results of this assessment indicates that this student/client demonstrates a general performance/knowledge of "HEALTH/HYGIENE" that may be acceptable for a Level III (General Supervision) living environment. Review of the subsection levels also reveals this student's/client's relative strengths and weaknesses on the component tasks of "HEALTH/HYGIENE". In this case, the subsections of 'Personal Hygiene','Eating Skills', and 'Adaptive Equipment' appear to be relatively strong areas. Subsections (E) 'Medical History' and (F) 'Knowledge of Medications' are apparent weaknesses. Instructional staff could use this information to refer to the NILS Currculum Guide to delineate those skills which are necessary to raise this client's performance in Subsections(E) and (F) to a Level III or higher.

Not every subsection or assessment instrument contains items representing all six living levels. In these instances if a student's/client's performance places him/her in the highest level depicted for that subsection or assessment, it can be assumed that the student/client has the basic skills to function at levels higher than the given level for that subsection/assessment. For example, in "HEALTH/HYGIENE", Subsection (D), 'Basic Health', only Levels I-IV are represented on the items and bar graph. Thus, if a student/client receives a score of 180 points on the Subsection (D), the graph would indicate that this individual was functioning at a Level IV. Since there are no items for Level V and VI, it can be assumed that this student's/client's skills in 'Basic Health' are equivalent to the minimum competencies acceptable for Levels V and VI as well as for Level IV.

The graphs and their corresponding living levels have been developed on the basis of the rankings assigned to the items by professionals in the field and the points assigned to each item. This process was discussed earlier in the development section. On some occasions an evaluator may want to compare his/her student's/client's results with the actual performance of the field test population. In the development section of this manual the assignment of project living levels to the field test sample was explained. Often, students/clients in various types of training facilities must live in environments that provide more supervision than these students/clients actual skills would demand. The field test evaluators were asked to project the level of living within which a student/client could be placed if the appropriate facilities and opportunities were available. These levels are referred to as the projected living levels. A final step in the data analysis was to illustrate frequency distributions of the instrument scores obtained by the field test sample compared to their respective projected living levels by percentiles.

In comparing the projected living levels and instrument scores (Appendix E) to the calculated living levels established by the instrument scores (Appendix C) a discrepancy is evident between the level at which actual assessment results would place a student/client and the level projected by the field test evaluators for that same client. This information is provided to be utilized at the discretion of an evaluator and may allow a more flexible interpretation of the NILS Assessment Instruments to better meet the overall needs of a student/client. The authors have adopted the position, however, that the calculated scores and instrument living levels are a better indication of the student's/client's current abilities.

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APPENDIX A

National Independent Living Skills Project

Index of Supervision Levels

Level 1 - Skilled Care Nursing

This person requires twenty-four hour supervision provided by medical, psychological, and direct care staff. This individual has multiple disabilities or complicating medical conditions. He/she may be non-ambulatory, not toilet-trained, lacking communication skills, having minimal personal hygiene skills, and/or having severe behavioral problems. This individual has little contact with the community.

Level 2 - Full-Time Supervision

This person requires supervision 24 hours per day by family, guardian or residential staff. He/she may have multihandicapping conditions or behavior problems. He/she is beginning to acquire new self-care skills and simple housekeeping skills with training and practice. Contact with the community occurs primarily under direct supervision. Family, guardians or residential staff hold primary responsibility for home maintenance, meal preparation and money management, and provide assistance for activities of daily living.

Level 3 - General Supervision

This person lives where general supervision is required on a part-time daily basis, e.g., evenings and nights. This person is capable of personal hygiene and grooming, room maintenance, preparation of some meals, limited management of money, and shared maintenance of the home/residence. He/she may lack confidence and experience in independent living and has limited decision-making and strategy building skills. Multihandicapping conditions or behavior problems may be present. Family or staff supervises and trains for increased development and refinement of independent living skills. Contact with the community occurs within a limited geographic area and may occur without supervision.

Level 4 - Regular Supervision

This person lives in his/her own living quarters. Staff are required to make regularly scheduled checks for supervision and/or training. Staff persons may offer assistance for refinement of independent living skills. Contact with the community occurs within a limited geographic area without supervision.

Level 5 - "On-Call" Supervision

This person lives in his/her own living quarters and requires staff to be available only for emergency assistance and for occasional advice/assistance. His/her residence may have an emergency call system and/or communication system with a resident manager or social service agency. Contact with the community is independently arranged and limited only by the individual's preferences and/or financial resources.

Level 6 - No Supervision

This person lives in his/her living quarters and manages independent living needs without assistance or with minimal contact from public social services. That is, the person independently performs or arranges for: care of personal health and hygiene, food purchase and preparation; money management, social and leisure activities, transportation, maintenance of living quarters, and, if applicable, uses assistive devices unaided.

APPENDIX B

NATIONAL INDEPENDENT LIVING SKILLS PROJECT

MATERIALS NEEDED TO ADMINISTER THE ASSESSMENT INSTRUMENTS

MONEY MANAGEMENT

1. Coins (penny, nickel, dime, quarter, half dollar) real coins preferred
2. Bills (dollar, ten, five, twenty fifty)
3. Paychecks, checkbook, check register, deposit slips, sample savings passbook
4. Coupons
5. Sample bills (power, telephone, gas, etc.)
6. Sample budget forms (weekly, monthly)
7. Credit card, credit application, bill from credit purchase
8. Sample paycheck stub
9. W-2 Form
10. Federal Income Tax Form(s)
11. Insurance Policy

LEGAL AWARENESS

1. Correct information on the legal age of drivers for the appropriate state
2. Correct information abut the legal age for marriage without permission of parents for the appropriate state
3. Legal drinking age for appropriate state
4. A sample voting form
5. You may want to have a sample of a contract for the contract questions
6. A mail catalog with dishes to use as an example for the appropriate question (optional)

FAMILY RESPONSIBILITY

1. Pictures/models of a variety of foods
2. Opportunities for grocery shopping in the community with real money
3. Refrigerator/freezer
4. Variety of food items
5. Variety of bottles - which open different ways.
6. Variety of cans
7. Cardboard boxes
8. Waxed paper cartons
9. Cellophane wrapped food
10. Stove, oven
11. Toaster oven
12. Microwave
13. Blender
14. Crock pot
15. Toaster

16. Coffee pot
17. Refrigerator
18. Electric skillet
19. Variety of storage containers - wraps
20. Dishwasher
21. Washing machine and dryer - (Optional)
22. Iron and ironing boarding - (Optional)

COMMUNITY AWARENESS

1. Telephone (Optional) pay phone
2. TTY
3. Telephone directory
4. Picture of or examples of the Information Signs listed in Section 4 and 5

COMMUNITY SIGNS

A. Police Station
B. Fire Station
C. Hospital
D. Post Office
E. Bus Stop
F. Taxi or Cab
G. A Bus
H. Travel Agency
I. Tickets
J. Train Station
K. Airport
L. Gate
M. Arrival
N. Departure
O. Luggage/Baggage
P. Parking
Q. Police Car
R. Ambulance
S. Fire Truck
T. Plane
U. Telephone
V. Restroom
W. Drugstore
X. Library

INFORMATION SIGNS

A. Public Telephone
B. Men/Gentlemen
C. Women/Ladies
D. Restrooms
E. Information
F. Office
G. Open

- H. Closed
- I. Push
- J. Pull
- K. In
- L. Out
- M. Private
- N. Up
- O. Down
- P. Left
- Q. Right
- R. On
- S. Off
- T. Hot
- U. Cold
- V. No Parking
- W. Fire Lane
- X. No Pets
- Y. Front
- Z. Rear
- AA. No Loitering
- BB. No Soliciting
- CC. Empty
- DD. Full
- EE. Enter
- FF. Open Slowly
- GG. No Admittance
- HH. No Children Allowed
- II. Employees Only
- JJ. Customs
- KK. Quiet
- LL. No Dumping
- MM. Do Not Litter
- NN. Fine for Littering
- OO. Private Property
- PP. Handicapped Parking Only

5. Bottle of Chlorox as an example for role play in the question of a child swallowing poison.

HEALTH AND HYGIENE

1. Medical Form(s) requesting the following information:

- A. Major Illness
- B. Surgery
- C. Hospitalization
- D. Family History
- E. Menstrual/Obstetric History
- F. Drinking/Smoking habits
- G. Bowel/bladder habits
- H. Allergies
- I. Seizures
- J. Immunizations

K. Blood type
L. Height
M. Weight
N. Next of Kin
O. Do You Have Insurance
P. Physician
Q. Case of Emergency
R. Responsible for Payment

2. Drug Labels with the following examples:

A. Oral(ly)
B. Rectal(ly)
C. With food or mild
D. Dosage
E. Caution
F. Physician
G. As Needed
H. ___Times per Day
I. Not To Be Taken Internally
J. Every Hour
K. Do Not Exceed Recommended Dosage
L. Refill
M. Apply

3. Sample Bottle Over-the-Counter Medicine

A. Cough Medicine

4. O.T.C. Laxative

A. Metamucil
B. Milk of Magnesia

5. O.T.C. Pain-Relieving Drug

A. Aspirin
B. Acetimenophen

6. O.T.C. Skin Ointment

A. Desenex
B. Neosporin

7. O.T.C. Antidiarrheal

A. Kaopectate
B. Pepto Bismol

8. O.T.C. Antacid

   A. Maalox
   B. Mylanta

9. Oral Prescription Antibiotic

10. Pictures or Example of Safety Signs from the Community:

    A. Exit
    B. Poison
    C. Danger
    D. Keep Out
    E. Do Not Enter
    F. Stairs
    G. Fire Escape
    H. Fire Alarm
    I. Fire Extinguisher
    J. Stop
    K. Flammable
    L. No Smoking
    M. Warning
    N. Emergency Exit
    O. Caution
    P. Walk/Don't Walk
    Q. Railroad Crossing
    R. Pedestrian Crossing
    S. No Trespassing
    T. Out of Order
    U. Elevator
    V. Wet Floor
    W. Beware
    X. Beware of Dog
    Y. Break In Case of Fire
    Z. Hard Hat Area Only
    AA. Radioactive
    BB. High Voltage
    CC. Fire Exit Only
    DD. Do Not Use Elevator In Case of Fire
    EE. Buckle Seat Belt

11. Pictures (male, female, nude babies, children, adults)

12. Pictures or models of male and female reproductive parts

    A. Penis
    B. Scrotum/Testes
    C. Pubic hair (male)
    D. Vulva/Vagina
    E. Pubic Hair
    F. Breast

13. Douche, Pamphlets on V.D.

14. Sample birth control devices

    A. IUD
    B. Diaphragm
    C. Birth Control Pills
    D. Foam
    E. Gel
    F. Condom

Appendix C

Maximum Points Per Subsection for the Six Living Levels

HEALTH/HYGIENE

Maximum Points Per Individual Living Level

LEVEL	I	II	III	IV	V	VI
SECTION A	0	15	29	42	42	42
B	0	18	40	60	60	60
C	0	0	54	54	54	54
D	0	0	45	169	184	184
E	0	0	15	39	74	74
F	0	0	3	187	227	227
G	0	0	9	33	33	33
H	0	2	59	147	172	172
I	0	6	66	218	288	288
J	0	0	0	16	61	61
TOTALS	0	41	320	965	1195	1195

FAMILY RESPONSIBILITY

Maximum Points per Individual Living Level

LEVEL	I	II	III	IV	V	VI
SECTION A	0	12	35	51	51	51
B	0	18	124	188	192	192
C	0	11	36	54	54	54
D	0	4	15	23	24	24
E	0	0	12	92	97	97
F	0	0	3	31	71	71
G	0	0	0	20	95	95
TOTALS	0	45	225	459	584	584

Appendix C, cont.,

MONEY MANAGEMENT

Maximum Points by Living Level

LEVEL	I	II	III	IV	V	VI
SECTION A	0	4	61	61	61	61
B	0	0	60	84	84	84
C	0	0	12	28	33	33
D	0	0	18	38	42	44
E	0	0	6	28	33	43
F	0	4	15	53	65	65
G	0	0	9	32	40	41
H	0	0	3	16	82	89
I	0	0	3	3	23	35
J	0	0	0	4	39	51
K	0	0	0	4	39	93
TOTALS	0	8	187	351	541	639

COMMUNITY AWARENESS

Maximum Points Per Individual Living Level

LEVEL	I	II	III	IV	V	VI
SECTION A	0	0	6	18	18	18
B	0	0	126	206	216	216
C	0	0	36	144	249	267
TOTALS	0	0	168	368	483	501

Appendix C, cont.,

LEGAL AWARENESS

Maximum Points Per Individual Living Level

LEVEL	I	II	III	IV	V	VI
SECTION A	0	0	21	41	41	41
B	0	0	3	11	46	76
C	0	2	3	4	49	93
D	0	0	0	4	44	44
TOTAL	0	2	27	60	180	254

SOCIAL INTERPERSONAL

Maximum Points Per Individual Living Level

LEVEL	I	II	III	IV	V	VI
	20	101	166	234		

MALADAPTIVE BEHAVIOR

LEVEL	I	II	III	IV	V	VI
	0	25	62	83	87	117

Appendix D

Data Results and Analysis

Subsection	Number of Items	Subsection Statistics		
		Crombach's Alpha	Mean	Standard Deviation
HEALTH/HYGIENE				
A-Personal Hygiene	14	.96	32.4	12.19
B-Eating Skills	20	.96	49.3	15.2
C-Grooming	18	.97	36.8	20.15
D-Basic Health	49	.98	60.35	60.5
E-Medical History	18	.95	24.1	24.6
F-Knowledge of Medications	35	.98	36.8	46.7
G-Adaptive Equipment	9	.97	23.4	13.4
H-First Aid	47	.98	58.7	61.7
I-Sexuality	74	.99	67.8	81.2
J-Drug and Substance Abuse	14	.96	15.8	22.3
TOTAL	298			
FAMILY RESPONSIBILITY				
A-Home Management	17	.98	27.3	13.9
B-Food Management	65	.24	346.52	138.78
C-Clothing Care	19	.97	28.4	21.3
D-Ironing	8	.97	11.46	9.8
E-Household	25	.97	31.3	34.0
F-Marriage	16	.96	16.3	22.65
G-Child Care	20	.97	26.8	33.9
TOTAL	170			

Appendix D, cont.,

SUBSECTION	Number of Items	Subsection Statistics Crombach's Alpha	Mean	Standard Deviation
MONEY MANAGEMENT				
A-Money Identification	21	.99	33.76	26.76
B-Money Values	26	.99	36	36.21
C-Making Change	9	.97	9.12	13.1
D-Checking	10	.92	18.59	11.69
E-Savings	9	.93	12.4	12.1
F-Shopping	16	.95	25.36	21.6
G-Budgeting and Bills	15	.78	14.9	10.7
H-Credit	19	.96	17.6	25.8
I-Paychecks	7	.91	5.26	9.67
J-Taxes	10	.95	7.78	14.8
K-Insurance	17	.97	12.11	24.74
TOTAL	159			
COMMUNITY AWARENESS				
A-Telephone, TDD	5	.87	4.9	6.4
B-Community/Information Signs	64	.998	86.36	78.9
C-General Community Living	63	.99	75.8	88.7
TOTAL	132			

Appendix D, cont.,

LEGAL AWARENESS				
A-Basic Laws	12	.96	13.6	16.1
B-Legal System	15	.95	14.3	22.8
C-Basic Rights	17	.96	15.0	24.6
D-Contracts/Leases	9	.95	6.69	13.3
TOTAL	53			

Assessment	Number of Items	Assessment Statistics		
		Crombach's Alpha	Mean	Standard Deviation
SOCIAL/INTERPERSONAL SKILLS	81	.99	151.08	52.75
MALADAPTIVE BEHAVIOR	39	.97	96.88	24.39

Appendix E
Percentile Scores Based on Projected Living Levels of Field Test Participants

Scores for Health/Hygiene; Subsection A - Personal Hygiene

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	42	23	42	42	42	42	42
95							
90			40				
85			38				
80			36				
75			34				
70			32				
65	41		30				
60	40		28	41			
55	39		26	40			
50	38		24	39			
45	36		20				
40	35		19				
35	32		17				
30	29		15				
25	26		10		40	41	
20	21		8	35	39		
15	17		6	32	36	40	
10	9		5	30		39	40
5	5			27	35		38

Subsection B - Eating Skills

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	60	39	60	60	60	60	60
95							
90							
85			57				
80			54				
75			51				
70			49				
65			48				
60			47				
55	58		44				
50	56		43				
45	55		40				
40	52		36	59			
35	49		34	57			
30	47		30	56	59		
25	44		26	55	57		
20	39		18	53	56	58	
15	32		15	52		57	
10	22		12	51	53	56	54
5	13		7	47	47	34	51

Appendix E, Cont.,

Subsection C - Hygiene/Grooming

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	54	9	54	54	54	54	54
95							
90							
85			50				
80			45				
75			39				
70			33				
65			30				
60	51		18	51			
55			12				
50	47		9				
45	43						
40	39		6	48	51		
35	32			45			
30	26						
25	12			43			
20	7		3	39	48		51
15				39	36		45
10	4		0	30		48	42
5				26	28		15

Subsection D - Basic Health

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	184	0	133	184	184	184	184
95	169		98	155	159		
90	145		69	138	136	171	
85	132		44	120	133	159	
80	125		22	116	126	157	
75	111		16	112	125	144	
70	103		6	103	115	136	
65	89		3	90	111	133	180
60	83		0	87	109	127	167
55	64			83		126	165
50	45			75	107		150
45	22			53	102	120	149
40	12			47	99	119	145
35	3			26	85	103	144
30	0			18	83	92	137
25				10	79	91	135
20				7	61	85	129
15				0	50	84	123
10					17	81	101
5					0		64

Appendix E, Cont.,

Subsection E - Medical History

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	74	5	66	74	69	74	74
95	69		39	64			
90	61		23	56			
85	54		18	49	60	66	
80	47		14	47	54		
75	45		8	42	48	61	
70	40		5	40			
65	33			33	46		
60	27		4	30	45	53	69
55	22		0	26	44	47	
50	17			24	43		68
45	11			18	38	45	53
40	5			14	36	44	53
35	4			7	35	42	49
30	0			5	29	40	48
25				0	25	36	47
20					22	33	44
15					13	27	39
10					0	21	38
5						18	33

Subsection F - Knowledge of Medications

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	227	0	179	227	227	227	227
95	219		44	193	211		
90	185		24	169	195	223	
85	142		15	134	180	218	
80	123		8	124	158	208	
75	103		4	110	141	148	
70	84			99	134	140	
65	47			84	118	131	
60	39		0	72	103	128	
55	16			42	77	124	219
50	12			23	64	122	214
45	8			16	44	106	189
40	4			12	40	96	165
35				8	39	94	142
30	0			4	20	93	137
25					16	92	103
20				0	13	44	93
15					11	40	88
10					4	28	71
5					0	4	43

Appendix E, Cont.,

Subsection G - Adaptive Equipment

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	33	33	33	33	33	33	33
95							
90							
85							
80							
75							
70							
65							
60					23		
55			29				
50					20		
45	29		27	31	19		
40	28		21	30	15		
35	25		4	29	14		
30	20		0	26	12		
25	9			24	8		
20	0			9		29	
15				0	4	23	31
10					0	15	30
5						0	27

Subsection H - Basic First Aid & Safety

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	172	0	139	169	172	168	172
95	164		72	157	164		
90	157		44	133	161	159	
85	140		35	121	160	157	
80	130		23	112	157		
75	117		12	106	155	150	
70	99		7	96			
65	83		3	88	140	146	170
60	69		2	79	127	144	168
55	47		0	71	119	135	
50	34			65	113	131	163
45	18			43	99	130	162
40	9			29	98	127	148
35	3			16	94	121	140
30	1			13	78	111	139
25	0			8	65	84	137
20				6	55	83	131
15				2	36	47	120
10				0	28	44	100
5					0	11	72

Appendix E, Cont.,

Subsection I - Sexuality

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	283	0	136	270	237	283	
95	252		77	243	229	261	
90	205		39	172	193	251	
85	165		21	165	166	222	
80	145		16	142	162	220	
75	119		11	122	150	216	
70	105		8	94	145		
65	80		5	80	133	205	
60	55		2	73	122	187	
55	41		0	55	116	166	
50	25			51	114	140	
45	16			35	105	132	
40	11			25	98	125	
35	8			19	93	111	
30	4			17	79	108	
25	0			13	45	105	
20				9	34	83	
15					32	67	
10				2	15	60	
5					9	49	

Subsection J - Use and Abuse of Drugs

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	61	0	51	57	61	61	61
95	58		18	47			
90	51		0	37	56		
85	42			84	42		
80	36			27	41		
75	26			23	37	56	
70	21			17	36		
65	15			13	27	51	
60	9			9	24		
55	0			8		47	
50				0	23	46	
45					22	43	56
40					20	41	
35					15		42
30							36
25					10	31	31
20					0	23	26
15						19	18
10						14	5
5						0	0

Appendix E, Cont.,

Scores for Family Responsibility; Subsection A - Home Management

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	51	0	51	51	51	51	51
95			45	47			
90	50		34	45			
85	49		28	44			
80	48		23	43	50		
75	46		21	41	49		
70	44		16	39			
65	40		12	38			
60	37		9	37		50	
55	33		8	35		49	
50	30		6		47		
45	27		5	33	46	48	
40	21		4	32		46	50
35	15		2	30	44		
30	10		0	28	39		49
25	7			25	37	45	
20	5			22	34	44	48
15	0			17	30	40	
10				12	23	33	46
5				6	18		40

Subsection B - Food Management

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	189	18	181	188	189	189	189
95	186		156	180	185	186	
90	181		124	172	180		
85	175		98	164	176	185	
80	170		80	160	173	180	187
75	160		68	155	171		
70	154		54	148			
65	144		45	144	170		
60	132		39	138	168	179	
55	121		34	129	162	173	
50	109		25	122	158	166	184
45	87		21	119	156	156	
40	68		16	115	148	154	
35	49		12	101	141	147	
30	39		6	92	139	144	180
25	24		2	79	130		
20	18		0	62	127	141	168
15	7			43	113		159
10	1			26	86	127	158
5				6	35	93	156

Appendix E, Cont.,

Subsection C - Clothing Care

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	57	0	57	57	57	57	57
95	56		48	55			
90	55		37	50	56		
85	52		32	49	54		
80	50		22		53	56	
75	49		17	47		55	
70	47		14	46	52	54	
65	43		9	44	51		
60	40		7	42	50		
55	36		5	39	49		
50	32		4	37	48	50	
45	25		3	34	46		
40	20		2	32	45		54
35	14		0	29	43	48	
30	8			25	41		52
25	4			22	40	44	51
20	2			20	39	35	
15	0			17	38	33	50
10				12	32		44
5				5	19		42

Subsection D - Ironing

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	24	0	23	24	24	24	24
95			21	23			
90	23		18			23	
85	22		15	21	23	22	
80	21		13		22		
75			9	20			
70			5	18			
65	20		2	17			
60	18		0			21	
55	16			16			
50	14			15			
45	10			13	21		
40	5			12	20		22
35	0			10			
30				6			
25				2	19		
20				0	18		
15					15		
10					0	18	
5						0	20

Appendix E, Cont.,

Subsection E - Household Management

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	97	0	89	92	97	97	97
95	93		61	85	88		
90	85		37	77	84	93	
85	55		24	76			
80	68		6	60	78	88	
75	60		3	58	73	85	
70	53		0	56	60	80	93
65	41			50	57	76	
60	33			41	52		
55	30			36	45	68	
50	18			32	38	64	89
45	10			29		60	
40	0			22	32	57	84
35				12		54	
30				7		46	80
25				3	26	45	72
20				0	18	38	68
15					14		
10					10	30	60
5							32

Subsection F - Marriage

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	70	0	57	69	70	70	70
95	66		30	58		66	
90	57		7	52	66		
85	46		0	44	57	61	
80	35			34	55	48	
75	29			23	46	42	
70	21			20	39	40	
65	17			19	37	37	66
60	8			16	35		60
55	3			13	33		
50	0			11	26	33	
45				4	24	26	
40				3	7	24	60
35				0		19	57
30						17	56
25					3	16	33
20					0	10	29
15						7	23
10						0	
5							0

Appendix E, Cont.,

Subsection G - Child Care

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	97	0	81	95	95	97	97
95	91		61	90		95	
90	85		18	81	90	91	
85	71		1	63	85	81	
80	64		0	57	81	79	
75	56			50	75	75	
70	43			48	65		
65	36			40	57	66	
60	26			34	41	65	90
55	8			32			
50	0			26		58	
45				8	39	56	
40				4	36	54	85
35				0	33	43	72
30					32	40	71
25					19	38	70
20					0	19	
15						0	52
10							0
5							

Appendix E, Cont.,

Scores for Money Management; Subsection A - Money Identification

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	46	0	46	46	46	46	46
95			44				
90			41				
85			37				
80			24				
75			18				
70			13				
65			10				
60	43		2				
55	40		0	43			
50	32			37			
45	28			32			
40	19			29			
35	12						
30	2						
25				22			
20			13	41			
15			7	38			
10			0	34		43	43
5				20			

Subsection B - Money Values

Percentiles	Total Sample n=278	Level I n=1	Level II n=123	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	84	0	84	84	84	84	84
95			62				
90			32				
85			19	82			
80			12	76			
75	81		9	74			
70	74		0	64			
65	61			57			
60	48			52			
55	32			47			
50	21			27	80		
45	12			23	79		
40	6			20	77		
35	0			12	71		
30				7	63		83
25				3	42		
20				0		80	61
15					33		
						72	
10					24	70	33
5					15	58	12

Appendix E, Cont.,

Subsection C - Making Change

Percentiles	Total Sample n=277	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=26	Level VI n=19
100	33	0	24	33	33	33	33
95			10				
90			3	31			
85			0	17			
80	27			13			
75	13			12			
70							
65	7			10			
60	3			6			
55	0			3	27		
50				0	17		
45					15	28	
40					12		
35					10		
30					6	9	
25					3		12
20						6	9
15					0	3	6
10							0
5							

Subsection D - Checking

Percentiles	Total Sample n=277	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=26	Level VI n=19
100	44	12	38	44	44	44	44
95	43		26	38	39	40	
90	35		17	34	33		
85	32		14	28		36	
80	30		12	25	32		
75	27			22		34	
70	23		21	31			
65	21		20			32	
60	18		17	28			43
55	13		15				
50	12					30	
45			12	26			
40						27	37
35						26	36
30				21		25	
25				17			34
20				14			
15				11		20	27
10	4					17	23
5	0					15	22

Appendix E, Cont.,

Subsection E - Savings

Percentiles	Total Sample n=277	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=26	Level VI n=19
100	32	6	26	32	32	32	32
95	30		10	18	30		
90	27		6		26		
85	25			13		28	
80	18			11			
75	15			9	18		
70	12					27	
65	8						
60	6			6	15	26	
55							
50					14		30
45					13		
40					11		
35					8	22	27
30					7	18	
25						10	26
20					6		25
15	3						24
10	0						18
5							10

Subsection F - Shopping

Percentiles	Total Sample n=277	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=26	Level VI n=19
100	65	4	49	65	65	65	65
95	63		41	58	64		
90	57		22	55	59	58	
85	51		19	47	55		
80	47		12	45	53		
75	44		10	37	51		
70	38		8	35	50	51	
65	32		4	29	47		
60	27			27	45	47	64
55	22			25	43		
50	18			20	42		62
45	13			17	40		
40	9			16	38		
35	4			15	32	44	
30				11	30	43	60
25				6	26		55
20				4	24	35	48
15					21		
10	3				14	31	39
5						29	27

Appendix E, Cont.,

Subsection G - Budgeting and Bills

Percentiles	Total Sample n=277	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=26	Level VI n=19
100	41	3	30	41	41	36	41
95	37		21	31	38		
90	31		17	28	34	33	
85	28		9	24	33		
80	25			23	30	26	
75	22			21	28	25	
70	20			17	26		
65	15			15	24		
60	12			12	23		37
55	9			9	21		
50					19	21	33
45					16		
40					13	19	31
35						17	29
30					11		28
25						16	
20			3		9	15	24
15						13	23
10	3			7			17
5	0				8	5	15

Subsection H - Credit

Percentiles	Total Sample n=277	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=26	Level VI n=19
100	95	3	45	73	95	93	95
95	83		25	62	73	86	
90	63		4	56	69		
85	45			34	58	83	
80	33			31	55	65	
75	23			27	42	64	95
70	16			23	31	51	
65	8			14	24	47	
60	3			8	19	39	84
55	0			3	15		
50					11	22	78
45					7		
40					3	16	64
35							63
30						14	43
25							
20						3	28
15							23
10	0						5
5							3

Appendix E, Cont.,

Subsection I - Paychecks

Percentiles	Total Sample n=277	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=26	Level VI n=19
100	35	0	15	35	35	35	35
95	30		3	27	25		
90	20			18	20	29	
85	13		0	9	14	24	
80	8			3		20	
75	3					14	
70					13		
65					9	3	
60					8		
55	0						
50							29
45				0	4		
40					3		24
35							14
30							
25							9
20					0		8
15						0	3
10							0
5							

Subsection J - Taxes

Percentiles	Total Sample n=277	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=26	Level VI n=19
100	51	0	34	51	51	45	51
95	44		0	39	35		
90	35			26			
85	25			20	32		
80	14			15	29		
75	9			10	21	40	
70	0			5	10	15	
65				0	9	10	45
60					5		
55							
50					0	9	40
45						5	
40							
35							35
30						0	31
25							29
20							19
15							15
10							0
5							

Appendix E, Cont.,

Subsection K - Insurance

Percentiles	Total Sample n=277	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=26	Level VI n=19
100	94	0	24	63	94	94	94
95	84		0	57	63		
90	57			34	51	81	
85	33			27	36		
80	24			25	31	76	
75	14			15	27	64	88
70	0			0	23	30	
65					16		83
60					11	19	80
55					8	14	78
50					5	0	64
45					0		
40							57
35							54
30							34
25							29
20							24
15							4
10							0
5							

Scores for Money Management; Total Score

Percentiles	Total Sample n=277	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=26	Level VI n=19
100		28	367	534	620	577	620
95			267	485	493		
90			163	372	442	542	618
85			119	325	390	534	601
80			92	296	386	513	
75			77	273	364		
70			59	245	346	372	580
65			45	226	287	330	
60			41	209	282	323	550
55			36	182	279	317	
50			34	148	278	314	542
45				142	275		480
40				107	259	308	477
35				88	231	303	451
30				83	225	293	409
25				65	202	287	369
20				59	201	251	364
15			33	47	152	243	289
10			28	33	118	230	250
5				28	108	179	223

Appendix E, Cont.,

Scores for Community Awareness; Subsection A - Use of Telephone/TDD

Percentiles	Total Sample n=276	Level I n=1	Level II n=122	Level III n=69	Level IV n=38	Level V n=27	Level VI n=19
100	18	0	18	18	18	18	18
95	16		7	15	15		
90	14		3	14	14		
85	13		0	10			
80	12			9			
75	8			8			
70	7			7	11	14	
65	6			6	10		
60	4			5	8		
55	0			4			
50				3	7		
45							
40				0	6		14
35					4	10	
30						8	
25					3	7	
20					0		12
15						6	0
10						4	
5						0	

Subsection B - Community Information Signs

Percentiles	Total Sample n=276	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	216	0	194	216	216	216	216
95	211		119	192			
90	195		104	188	197	208	
85	188		90	179	195	197	
80	178		72	170	190	196	
75	165		62	160	188	188	
70	147		51	136	187		
65	127		24	127	182	182	
60	108		9	116	179	178	
55	92		3	107	178	175	211
50	72		0	100	174	164	208
45	62			88	154		207
40	39			71	147	163	195
35	15			60	146	144	
30	3			50	137	143	193
25	0			28	133	127	190
20				24	92	120	186
15				13	67	89	144
10				0	27	0	70
5					0		0

Appendix E, Cont.,

Subsection C - General Information

Percentiles	Total Sample n=276	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	267	0	209	256	267	261	267
95	256		102	202	230	257	
90	227		63	183	216	255	
85	193		25	166	211	251	
80	170		10	153	206	245	264
75	146		5	143	183	234	
70	129		3	129		232	261
65	108		0	102	168	200	257
60	88			99	146	189	252
55	47			89	145	179	242
50	25			80	144	175	240
45	9			47	142	168	
40	4			35	124	157	237
35	0			18	115	134	193
30				6	83	127	174
25				3	81	122	172
20				0	55	99	147
15					13	94	127
10					12	91	0
5							

Scores for Community Awareness; Total Scores

Percentiles	Total Sample n=276	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	501	0	393	490	501	490	501
95	486		205	416	449	487	
90	424		160	388	424	485	
85	387		112	331	420	446	494
80	348		91	324	400	436	
75	324		79	297	384	400	493
70	270		54	272	362	399	486
65	235		21	244	359	388	
60	202		12	230	341	375	
55	162		3	213	334	351	476
50	12		0	191	332	342	474
45	82			152	292	329	470
40	52			133	272	304	448
35	25			88	248	270	383
30	9			67	227	258	374
25	0			31	196	256	360
20				25	151	230	285
15				15	80	212	263
10				5	52	202	186
5				0	0		0

Appendix E, Cont.,

Scores for Legal Awareness; Subsection A - Basic Laws

Percentiles	Total Sample n=276	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	41	0	41	41	41	41	41
95			29	38			
90	38		8	37	38		
85	35		3	34	37		
80	33		0	32	34	38	
75	30			27		37	
70	26			25		35	
65	21			21	32	34	
60	14			19	30	33	
55	7			16	29		
50	0			11	28	32	
45				3	25	31	
40				0	22		
35					18	29	
30					13	28	35
25					10	27	30
20					7	22	25
15					3	17	19
10					0	3	0
5						0	

Subsection B - Legal System

Percentiles	Total Sample n=276	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	76	0	66	76	76	76	76
95	66		17	61	71	70	
90	55		3	44	60		
85	43		0	38	54	65	
80	28			28	49		
75	21			27	44	45	70
70	12			13	43	43	
65	7			9	41	41	
60	3			7	32	26	64
55					24	22	69
50	0			3	13	18	
45					8	8	47
40				0	7		37
35						7	33
30						3	26
25							21
20					3	0	17
15					0		5
10							0
5							

Appendix E, Cont.,

Subsection C - Basic Rights

Percentiles	Total Sample n=276	Level I n=1	Level II n=122	Level III n=69	Level IV n=38	Level V n=27	Level VI n=19
100	93	0	40	65	91	78	93
95	75		4	57	80	70	
90	57		2	50	74	66	
85	43			40	59	60	
80	33			29	49	57	87
75	18			24	45	53	
70	7			19	44	49	
65	4			12	37	41	
60	2			4	31	34	80
55					15	23	75
50					12	2	63
45					9		57
40					7		45
35							35
30			0		4		34
25							25
20	0					0	21
15				0			7
10					2		0
5							

Subsection D - Contracts/Leases

Percentiles	Total Sample n=276	Level I n-1	Level II n=122	Level III n=69	Level IV n=38	Level V n=27	Level VI n=19
100	44	0	24	44	44	44	44
95	39		0	30			
90	29			26	39	39	
85	19			19	34		
80	10			13		34	
75	3			9	29	29	39
70	0			5		24	
65				0	15	9	
60					9	4	
55					0		35
50							29
45							19
40						0	14
35							
30							0
25							
20							
15							
10							
5							0

Appendix E, Cont.,

Scores for Legal Awareness; Total Scores

Percentiles	Total Sample n=276	Level I n=1	Level II n=122	Level III n=69	Level IV n=38	Level V n=27	Level VI n=19
100	254	0	171	218	248	225	254
95	216		56	190	235		
90	178		21	165	197	220	
85	132		7	123	183	210	242
80	109		2	102	173	183	231
75	66			91	162	157	229
70	54			57	130	137	217
65	42			54	117	129	203
60	28			40	90	103	201
55	11			28	66	100	198
50	4			19	52	56	196
45	2			5	48	42	176
40				4	45		142
35				2			126
30			0		44	41	121
25					25	38	106
20	0				14	35	72
15					9	27	57
10				0	7	3	0
5					4	0	

Appendix E, Cont.,

Scores for Maladaptive Behavior

Percentiles	Total Sample n=277	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	117	81	117	117	117	117	117
95			116				
90	116		115	116			
85	115		114	115	114	115	115
80	113		112	114	110	114	114
75	112		111	113	109		
70	111		109	112	108		113
65	110		107	111	105		
60	108		105	110		113	
55	107		103	108	104		
50	105		101	106	103		
45	103		98	105	102		111
40	101		96	103	101	111	110
35	97		94	99	96	109	109
30	95		92	97	88	105	108
25	92		87	95	78	102	76
20	87		82	93	72	101	24
15	78		74	89	57	88	8
10	65		66	77	49	83	0
5	40		44	45			

Scores for Social/Interpersonal

Percentiles	Total Sample n=276	Level I n=1	Level II n=122	Level III n=69	Level IV n=39	Level V n=27	Level VI n=19
100	246	158	245	246	213	246	243
95	239		175	243	207		242
90	227		163	235	203	245	240
85	213		156	232	199	235	239
80	203		145	223	196	230	236
75	189		139	211	193	228	234
70	180		131	191	184	220	233
65	172		126	183	182	215	229
60	167		118	180	180	214	225
55	158		110	176	178	213	213
50	154		105	171	173	202	210
45	143		99	163	170	200	205
40	137		96	157	169	195	203
35	126		93	155	168	190	200
30	113		89	151	162	185	170
25	104		86	139	155	178	160
20	97		84	127	146	177	158
15	91		82	112	143	173	153
10	85		81	100	140	168	129
5	81		76	90	130	126	

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CURRICULUM GUIDE

INTRODUCTION

The National Independent Living Skills (NILS) Curriculum Guide is the third component of the SKIL-SACK, Skills for Independent Living:Screening, Assessment and Curriculum Kit. This collection of resources was developed to meet another of the mandates of the NILS Project, "to develop a curriculum for independent living skills training for sensory impaired adults." The NILS Curriculum Guide has been derived directly from the NILS Assessment Instruments and is meant to be a complementary tool to that screening and evaluation process. It is primarily a directory to independent living skills instructional materials for rehabilitation and educational specialists who serve the sensory impaired. The NILS Curriculum Guide consists of three major parts:

(1) Special Considerations/Adaptations
(2) Learning Objectives and
(3) Resources.

"Special Considerations/Adaptions", the first section of the NILS Curriculum Guide, was designed primarily for those professionals with little, if any, experience in working with sensory impaired persons. Hopefully, it will also be of value to those professionals with more expertise with this population. Teaching suggestions, special techniques, specific equipment/devices and environmental modifications to facilitate the learning of independent living skills are outlined in separate listings for individuals who may be:

(1) Hearing Impaired/Deaf
(2) Visually Impaired/Blind or
(3) Deaf-blind/Multihandicapped.

The "Learning Objectives" and "Resources", the sections of the NILS Curriculum Guide, have been categorized into major areas of interest which correspond to the seven independent living skills areas of the NILS Assessment Instruments:

(1) Health/Hygiene

(2) Family Responsibility

(3) Money Management

(4) Community Awareness

(5) Legal Awareness

(6) Social/Interpersonal Skills

(7) Maladaptive Behaviors.

An eighth category, entitled "General Information", has been added to allow classification of those resource materials which cover more than one of the major independent living skills areas and which are pertinent to the overall topic of independent living skills training.

In the section on objectives, the seven independent living skills areas have been subdivided into "Units of Instruction" which correspond to the subsections of the NILS Assessment Instruments. Within each of these units, learning objectives which correlate to the actual assessment items are listed for each of the six levels of the Index of Supervision (Appendix A).

Following the learning objectives for each of the independent living skills areas are nearly 200 "Resource Descriptions". A summarized description of each resource is presented which includes specific information about reference data, publisher/source, type of material, intended audience/age level and adaptability along with a brief abstract of content. Approximate cost (subject to change) has also been noted when that information was available. Several blank forms have been included so that users can expand this directory as they find additional material from their own research. Inclusion of a resource in this directory is not meant to be an endorsement of any item. No statement as to the quality of any product/material is included or implied.

NILS Project staff collected the materials described herein from a variety of sources. Some were recommended by personnel from the exemplary agencies to which site visits were made early in the project period. Professionals who responded to a nationally distributed survey questionnaire cited certain materials which they felt to be useful. In addition, project staff reviewed materials available in our immediate geographic area including but not limited to: the curriculum and professional libraries of four campuses of the Alabama Institute for Deaf and Blind (AIDB), the Southeast Regional Center for Deaf-Blind Services, the Media Resource Center at Jacksonville State University, the Melvin Sterne Library at the University of Alabama at Birmingham (UAB) and the private libraries of many of the professionals at AIDB. Some commercial products were previewed, and some were purchased, to ascertain their value and adaptability for this population. Also included are some of the materials referenced by participants of a workshop sponsored by the University of Tennessee in Knoxville (Ouellette, S.E. & Lloyd, G.T., 1980).

GENERAL DIRECTIONS

One goal of the NILS Assessment Instruments is to establish a baseline of skills and to identify objectives for instruction. The color-coded bar graphs profile the student's/client's current living level for each subsection and for each assessed area (overall performance) of independent living skills. The interpretation of this data allows program personnel to individualize and prioritize independent living skills instruction for any client. The NILS Curriculum Guide lists for each area the skills that represent the basic competencies expected of an individual at each living level of the Index of Supervision. The skills listed in the curriculum are cumulative. Therefore, achievement of objectives expected in a Level II environment would also be essential skills for Levels III - VI. Although this listing of behavioral objectives is not exhaustive, it is a good approximation toward the goal of progress along the continuum of independent living skill environments.

Once the independent living skill area(s) to be addressed in an instructional plan has(have) been determined, the instructor should locate the "Living Level" for that area(s) under "Learning Objectives" as indicated by results of that particular assessment instrument. For example, if 'Contracts and Leases' was a priority area for instruction, and the client/student was ranked at a Level III on that subsection of the "Legal Awareness Assessment", the teacher would locate 'Contracts and Leases', Level III, in the"Learning Objectives-Legal Awareness" section of the Curriculum Guide. By comparing the student's responses on the assessment instrument to the skills listed for Level III, the instructor can pinpoint specific objectives for training. Review of the resource descriptors listed for "Legal Awareness" may provide helpful sources of information for the instructor in implementing the client's training program. Once the client/student has completed the objectives for Level III of 'Contracts and Leases' the instructor may proceed to those competencies listed under Level IV or move on to another independent living skill area.

Thorough familiarity and understanding of these "General Directions" will maximize the instructor's ability to use the NILS Currciulum Guide to develop effective individualized education/rehabilitation plans for sensory impaired students/clients. The instructor should now proceed to the "Special Considerations/Adaptations" section for further guidance.

SPECIAL CONSIDERATIONS/ADAPTATIONS
for
THE HEARING IMPAIRED/DEAF

The following suggestions are general guidelines for effectively using the NILS Curriculum Guide with individuals who are hearing impaired or deaf. For an instructor who has had little or no experience with hearing impairments/deafness and who encounters an individual with this disability the primary tasks are to determine the student's/client's primary mode of communication and then to establish a communication process.

The communication skills and language levels of the hearing impaired vary tremendously. Regardless of the mode - speechreading, auditory, sign language, fingerspelling, writing or gestures - it is important to open lines of communication upon initially meeting a deaf person.

General Suggestions

- In establishing communication with a hearing impaired/deaf individual use whatever skills you have, regardless of your competence, until you can locate an interpreter or someone more knowledgeable of communication with the deaf. If you know a few signs or fingerspelling, use them and don't be embarrassed. In most instances the deaf person will appreciate your willingness to try to communicate with him/her.
- Be accepting and encouraging of any attempt on the part of the deaf person to communicate.
- In situations where a deaf person is trying to communicate with you, do not pretend you understand their message if you don't.

It will be obvious and will have an extremely demoralizing effect on the deaf individual. Ask for the message to be repeated or put in written form or seek the assistance of an interpreter.

⁑ If a hearing impaired/deaf persons relies primarily on sign language, it is your legal responsiblity to provide interpreting services.

⁑ Most state departments of education and public residential schools for the deaf will have up-to-date information on appropriate evaluation procedures for the deaf.

⁑ In a group or classroom situation, it is best to discuss openly, in the presence of the hearing impaired/deaf person, the adaptations and considerations that are expected of all participating individuals.

Speechreading Situations

It is not unusual for persons unfamiliar with deafness to assume that the ability to read lips comes naturally to a deaf person as compensation for his/her deficiency in hearing. This is not true. Speechreading is basically a guessing game. Generally, deaf persons who have a good command of language will be better speechreaders. For those students who have been identified as competent speechreaders, the following tips are provided.

⁑ A hard of hearing/deaf student should be seated in close proximity to the area from which the instructor teaches, preferably slightly off center and toward the window. This allows the student to more effectively utilize his/her residual hearing while speechreading and reduce glare as well.

⁑ Lighting should focus on the speaker's face and away from (not into) the speech reader's eyes.

⁚ Especially in a group situations, the student should be cued as to who is speaking and each member of the group encouraged to face the deaf individual when speaking.

⁚ Instructors should not talk loudly or use exaggerated lip movements when speaking to a hearing impaired/deaf individual. Do enunciate words slowly and clearly.

⁚ Do not dispense written materials and discuss them at the same time. It is difficult for a hearing impaired/deaf person to read print and to watch the speaker at the same time.

⁚ If media presentations are utilized that require reduced lighting, such as films or slide shows, maintain adequate light for the hearing impaired/deaf person to see the speaker.

⁚ In speaking situations where a hearing impaired/deaf client is expected to take notes, the instructor should take responsibility for: (1) prior distribution of printed notes for the student to copy or (2) provision of a notetaker.

⁚ It is important to have the deaf person's attention before speaking.

⁚ Look directly at a deaf person while speaking and try to maintain eye contact.

⁚ Try to rephrase a thought rather than repeating the same words when you are trying to ensure understanding. Try another way.

⁚ Do not place/keep anything in your mouth while speaking to a deaf person, e.g., cigarettes, cigars, pipes, chewing gum, fingers.

⁚ Use writing when necessary. In written (or spoken) communication keep it short and simple; establish the subject area; avoid assumptions; and if necessary, break the rules of grammar to get your message across.

⁚ Do not assume that a deaf person has understood you if he/she nods their head in acknowledgement. Use open-ended questions which force the individual to answer with more than a yes or no.

⁘ Avoid unnecessary pacing and movement while speaking.

⁘ Use hands-on experience as much as possible in training situations in order to alleviate frustration and lessen dependence on verbal communication.

⁘ Visual aids, e.g., charts, chalkboards, diagrams, are of tremendous value to hearing impaired persons in teaching situations. However, it is important to remember to face the student while explaining/discussing the visual aid.

Use of Interpreters

Interpreters are translators using a mode of communication favored by a given deaf individual or group. There are interpreters for signed communication, oral communication or for gestures, pictures and drawings.

⁘ The following is a list of possible resources for locating interpreters:

a. State coordinators of Rehabilitation Services for the Deaf - Most states have a State Coordinator based within the central rehabilitation office.

b. State Commissions for the Deaf or Handicapped.

c. The client - He/she may be able to provide names of deaf leaders, interpreters or persons to contact for interpreter services.

d. Registry for Interpreters for the Deaf (RID) has approximately

60 affiliated state and local chapters which maintain updated lists of addresses of interpreters who have met certain minimum standards of proficiency.

e. Schools - There is at least one state-supported school for the deaf in each state. Schools for the deaf can generally assist in locating interpreters.

f. State or local associations of the deaf/deaf leaders.

g. Churches - In larger cities, many churches have programs for deaf members. Interpreting services may be available.

h. Universities - Check through the:

(1.) Office of Services for Disabled or Handicapped Persons

(2.) Interpreter Training Programs.

i. Centers for Independent Living - Most major cities have these types of resource agencies. They can provide advocacy, referral and information services for disabled individuals.

:: It is important that several factors be considered in the selection of an interpreter. The following factors should be decided and agreed upon beforehand when requesting an interpreter.

a. The client's communication needs and preferences.

b. The client's educational background.

c. Type of interpreting situation, e.g., one-to-one versus group.

Prior to any interpreted situation the instructor should meet with the interpreter and student to determine mutually acceptable procedures, such as having the student raise his/her hand when there is a question rather than asking the interpreter.

:: Guidelines for utilizing an interpreter include:

a. The interpreter is responsible for conveying all of the content of a conversation. Therefore, persons involved in the interpreted situation, including the client, should not expect to carry on discourse which is not to be shared with the student/client.

b. The main role of the interpreter is to transmit communication.

c. Speak to the student/client with whom you are working; do not talk "through" the interpreter, e.g., "Ask her if she can cook?"

d. Persons contemplating the use of an interpreter should be familiar with the current National Registry of Interpreters for the Deaf Code of Ethics and their general guidelines.

e. Financial considerations should be worked out in advance.

f. Confidentiality is a must in all interpreting situations.

g. Position an interpreter such that the client can visually access both the interpreter and the speaker. If possible, the speaker and interpreter should sit or stand in front of a plain background, preferably of a color contrasting with their skin colors.

h. Interpreters should be given a break after each hour during every 2-3 hour period. If services are required for a more extended period of time, two interpreters should be hired to relieve each other, usually every 30 minutes.

i. Do not ask an interpreter for his/her opinion or to join in the conversation.

j. Lighting should focus on the interpreter, but not directly into his/her eyes.

k. Do not dispense written materials and discuss them at the same time. It is difficult for a hearing impaired/deaf person to read print and watch the interpreter.

1. If media presentations are utilized that require reduced lighting such as films or slide shows, maintain adequate lighting for the interpreter to be clearly visible to the hearing impaired deaf/individual.

Total Communication: Books

The following list identifies a variety of resources/reference books that may be useful to persons working with the hearing impaired/deaf.

The two major distributing agencies for these books are:

Publishing Division
National Association of the Deaf (NAD)
814 Thayer Avenue
Silver Spring, MD 20910
Telephone: (301) 587-6282

Sign Language Store (SLS)
8753 Shirley
P.O. Box 4440
Northridge CA 91328
In California (213)993-SIGN
(TTD and VOICE)
Outside California Dial Toll
Free 1-(800)423-5413
(TTD and VOICE)

Item	Available From
Signing Exact English G. Gustason, D. Pfetzing, & E. Zawalkow	NAD & SLS
Say It With Hands L. Fan, 1964, National Association of the Deaf	NAD & SLS
The Signed English Dictionary Modern Education Corp. P.O. Box 721 Tulsa, OK 74101	NAD & SLS
Expressive & Receptive Fingerspelling for Hearing Adults, La Vera Guillory, 1966 Claitors Publishing Division	NAD & SLS
A Basic Vocabulary of American Sign Language for Parents and Children T.J. O'Rouke, 1978, T.J. Publishers, Inc. 8805 Arliss Street Silver Spring, MD 20901	NAD

Joy of Signing
Lottie Riekehof, 1978 NAD & SLS
Gospel Publishing House

Dictionary of Idioms for the Deaf
M. Boatner & J. Gates, 1975 NAD & SLS
Barrons Educational Series, Inc.

The Visual Language Cookbook
G. Joyce & L. Gallimore SLS
Joyce Motion Picture Co.

Periodicals

The following periodicals contain articles both specific to the hearing impaired/deaf and to general special education.

Item	Available From
Sign Language Studies	Linstok Press 9306 Mintwood St. Silver Spring, MD 20901
American Annals of the Deaf	5034 Wisconsin Avenue Washington, D.C. 20007
The Volta Review	3417 Volta Place, N.W. Washington, D.C. 20007
TESOL-Teaching English to Speakers of other Languages	National Assoc. of the Deaf 814 Thayer Avenue Silver Spring, MD 20910
The Exceptional Parent	P.O. Box 964 Manchester, NH 03105
Deaf American (monthly magazine)	National Assoc. of the Deaf 814 Thayer Avenue Silver Spring, MD 20910
NAD Broadcaster (monthly newspaper)	National Assoc. of the Deaf 814 Thayer Avenue Silver Spring, MD 20910

Professional Resources

Refer to the section, "Special Considerations/Adaptations for the Deaf-Blind/Multihandicapped", for a listing of those professionals who may provide valuable assistance/service to hearing impaired/deaf persons and those who work with them.

SPECIAL CONSIDERATIONS/ADAPTATIONS
for
THE VISUALLY IMPAIRED/BLIND

The following suggestions are general guidelines for effectively using the NILS Curriculum Guide with people who have little or no vision. Many of these suggestions will not apply to all persons with visual handicaps, as learning requirements will vary according to the specific ocular condition(s) and needs of each individual.

⁑ Expressions such as "see" and "look" may be very much a part of the visually impaired/blind person's vocabulary. Feel comfortable using such words except with the occasional individual for whom these terms may cause distress.

⁑ Include the visually impaired/blind client in all activities. He/she will learn best by doing. Many individuals can perform almost any activity with the assistance of special equipment or aids or with minor adaptation of methods.

⁑ Verbal cues may be necessary to make the client aware of feedback that is usually conveyed to others nonverbally, e.g., facial expression, nods, arm movement.

⁑ Most people would prefer to be told privately in a kind and tactful way that "Your zipper is open.", "Your slip is showing." or "There's a spot on your shirt." Similarly, most visually impaired/blind individuals will appreciate having such observations pointed out to them to prevent possible embarassment.

⁑ Blind individuals rely on sighted persons to obtain information that they cannot possibly obtain without vision or that they could gain only by embarassment through their sense of touch. In such situations, information should be given openly in a direct and simple manner, e.g. "There are both biscuits and rolls in the bread basket. The rolls will be nearest your right hand and the biscuits near your left when I pass the basket to you."

⁑ Do not assume that this person needs your help. Always ask first, if you can be of assistance and, second, how you can help.

⁑ Unless he/she knows you well, you should always state your name when you are approaching a blind person. Voices are not always easy to identify, particularly in crowds or stressful situations.

⁑ Do not overemphasize the visual loss. Challenge the client to recognize and use his/her abilities, which are far more important than his/her disability. Each person has other attributes that can and should be developed to compensate in part for the visual impairment. Expect achievement. Do not allow the client to use his/her handicap to get special treatment or exceptions.

⁑ The visual impairment itself is not the cause of emotional problems. The effect of client's disability upon the family and other meaningful people in his/her life may result in inconsistent responses, rejection, overprotection, over-indulgence, ambivalent feelings and/or stress. It is most often these reactions, whenever they occur, that produce emotional difficulties for the client.

⁙ Stereotypic body movements or mannerisms such as rocking, head-rolling, finger-flicking, light-gazing are often called "blindisms" when observed in a visually impaired/blind individual. This misnomer implies that the blind person is self-stimulatory because of the visual loss. During their development many blind children have been denied opportunities to interact with their environment and thus they have learned to turn inward during periods of boredom or stress. These mannerisms should be viewed as possible signs of sensory or social deprivation and treated accordingly. To try to eliminate the mannerism without thoughtful consideration of its cause may result in the substitution of one mannerism for another. However, these mannerisms should not be accepted and allowed to continue without intervention. The presence of mannerisms decreases the likelihood of social acceptance for that visually impaired/blind client and should be corrected through the collaborative efforts of the interdisciplinary rehabilitation/education team.

⁙ First-hand experiences are far preferable to learning by lecture or "by the book". This client's most effective learning environment may not be the classroom.

⁙ All persons with visual losses are not totally blind. There are degrees of blindness.

⁑ Impaired vision is not a sign of failing memory or reduced intelligence.

⁑ A measurement of visual acuity alone does not provide enough information to decide which is the best type of learning media - tactile, visual or auditory - for any visually impaired/blind individual. A "total communication" approach should be used. Some people with extremely low visual acuities can efficiently utilize visual materials, while others may need tactile materials, yet others may be able to use both and all (unless hearing impaired) should use auditory materials.

⁑ Contrary to popular belief, blind people do not have extra good hearing nor are they hearing impaired. You don't have to increase the volume of your voice; instead, talk in normal conversational tones. Do emphasize recognition and differentiation of auditory stimuli in the environment as part of your teaching of independent living skills. Any number of audible cues can be added to the environment - timers, buzzers, bells, etc. Learning to be aware of relevant sounds can be a useful means of information - hearing when the water is turned on, street noises as a reminder that the window is open, a "click" which signals the end of a wash cycle - and are a critical part of mobility training.

⁑ "Blind people have extra sensitive touch" is a common misconception. The sense of touch does not automatically improve with visual loss. Tactile cues, such as the position of knobs and dials may have to be learned where there was previously no need to do so before a visual loss. Tactile cues must be taught to congenitally visually impaired/blind persons.

⁂ For activities which obviously require more functional vision than the client possesses, choose an activity which will measure that same (or an equivalent) skill through tactile and/or auditory mode(s).

⁂ For activities involving pictures, use clear uncluttered images; use realistic, concrete, touchable objects for those who cannot see pictures.

⁂ Visually impaired clients should be given preferential seating near chalkboards and other areas where visual materials are displayed. Be sure visual materials are included in activities, but do not rely solely upon such materials.

⁂ Some individuals with partial vision can read print if it is presented to them in the right way. Proper lighting, glare reduction, appropriate print size, adequate spacing between letters/words and individually-prescribed low vision aids can be used to maximize reading efficiency for many persons.

⁂ Holding materials at different angles or closer to the eyes does not harm vision and should not be discouraged if it helps the visually impaired client to see better. If a TV is functioning properly, sitting close to the set will not harm the eyes.

∵ Sight cannot be conserved. Unless you have been instructed otherwise by informed professionals, encourage the client to use whatever residual vision he/she possesses.

∵ Reading efficiency for partially sighted persons is best when the print they are reading contrasts sharply with the materials on which the type is printed. Buff-colored paper reduces glare. In general, contrast is best when the background is clear and uncluttered and when the printed material is sufficiently different to stand out distinctly.

∵ Effective use of contrast in the environment may enhance independent living skills just as contrast facilitates reading efficiency. If an individual has difficulty in seeing objects on tables or work areas, such objects should be thought of in terms of a figure-ground relationship. The greater the contrast, in color and in tone/intensity, the easier it is to see and distinguish objects. The remedy may be to place light objects on dark surfaces or vice versa. Solid colors are far better than patterns as background material. It is better to position a light colored object against a dark area rather than a dark object against a light background.

∵ Most visually impaired readers of print do so at much slower rate than sighted clients. The use of low vision aids may also decrease this rate because an aid may reduce the visual field and may require frequent adjustment as well.

:: Under conditions of stress or tension, visually impaired clients with useful vision may experience a loss of efficiency, particularly those clients with nystagmus or limited field of vision. Providing realistic feedbak regarding his/her performance can help to reduce anxiety as can establishing rapport and offering support and encouragement.

:: The lighting from evenly distributed fluorescent bulbs is generally better than incandescent lighting. However, incandescents for close work may be preferable. Lighting should be angled from the side directly onto the material to reduce glare and shadows. Lighting should be conducive to comfortable eye work conditions for all, thus may require provision of controlled lighting for different work and eye condition needs. Flickering lights are to be avoided. Maintain respect for the needs of clients with light sensitivities. Visually impaired persons with photophobia (light sensitivity) perform better in dimmed lighting and appreciate the vision and increased fields provided by the concurrent increase in pupil size. Be aware that dramatic changes in lighting - sunlight to shade, outdoors to indoors - require extra time for accomodation, just as it takes a few seconds for your "eyes to adjust to the dark" upon entering a theater.

:: For individuals with partial vision there may be a difference between what can be seen and the ability to understand what is seen. Many of these individuals may also have a learning disability distinct from their visual impairment. Resist the temptation to assume that any visual-perceptual problem is due to limited vision or that such a problem can't be helped. Call upon consultants such as low vision specialists, resource teachers for the visually handicapped or for the learning disabled and occupational therapists for specific recommendations.

⁑ When outside reading is required, large print or braille publications may be used or the services of a reader may be enlisted.

⁑ In providing sighted guide assistance:

(a) Allow/ask the visually impaired/blind person to take your upper arm (just above the elbow so that the thumb is on the outside and the fingers are on the inside of the guide's arm). Help him/her to locate your elbow by touching it to his/her arm. Never take his/her arm and propel him/her by the elbow!

(b) Relax! Walk at a normal pace; too slow is just as awkward as too fast. Both partners should hold their upper arms close to their bodies; this should automatically place the person one-half step behind the guide.

(c) When going into narrow or crowded places, always lead. It may be helpful to put your guiding arm behind your back to signal him/her to step directly behind you.

(d) Take the trouble to approach steps and curbs at a right angle rather than using a diagonal approach. Always pause briefly and tell him/her that you are going to step up/down. If there is a railing, maneuver him/her so that the railing is readily at hand on his/her right side. Place your hand on the rail and allow him/her to trail your arm to rail or tap the rail so he/she can locate it by sound.

(e) Inform the individual when approaching changes in the terrain over which he/she might stumble, e.g., inclines/ramps, driveways, loose gravel, sculptured carpeting, door thresholds, etc.

(f) Be careful not to let his/her opposite side bump into door frames and obstructions. Take care also not to cut corners too sharply and run your partner off the path into the grass, gutter, etc.

(g) When giving directions speak distinctly and use simplest terms. Be explicit. Avoid "north, south, east, and west"; instead use "straight ahead, to the left/right, in front or behind, etc." Avoid expressions such as "over here", "down there", "right here".

(h) Be helpful by anticipating and looking ahead on the route for obstacles such as tree limbs, terrain changes, etc.

(i) Avoid confusing "right" and "left".

(j) Try to describe the surroundings and environment to him/her.

(k) In guiding him/her to a seat, bring the person in contact with the chair and be sure he/she understands which direction it faces.

(l) In helping this person into a car, tell him/her which direction the car is facing and place his/her hand on the door handle but let him/her open the door. If you are inside the car and the person is approaching the car without assistance, do not open the door but tap on it so that he/she may easily locate it. If the car door is already open, warn him/her well in advance that it is open and state its location in relation to his/her approach.

(m) If you must leave the person momentarily in a place of public assembly, establish a point of contact (e.g., counter. table, wall, chair) and be sure that he/she understands his/her location before you leave.

(n) Remember that noisy surroundings can cause confusion for the person even if he/she has "normal" hearing; a person with a hearing loss will have even greater difficulties localizing and discriminating sounds.

(o) A good guide is inconspicuous so as to preserve and enhance the individual's sense of independence.

(p) You are this person's guide and not his/her spokesperson. Let him/her speak for themself. When uninformed others look to you for your partner's answer, remain silent and direct the conversation back to him/her tactfully.

∷ Orientation and mobility training teaches a visually impaired/ blind person to recognize his/her surroundings, to understand his/her relationship to the environment and to move efficiently from place to place. Many individuals with partial vision can benefit from orientation and mobility training; it should not be reserved solely for the blind. Professionals who work with the visually impaired/blind should have a good understanding of basic techniques and principles so that they can be of real help and not get in the way of their clients!

∷ Develop an understanding and genuine respect for specialized tools for learning such as nonoptical aids, tactual aids, auditory aids, electronic aids and optical aids.

∷ The following partial list of nonoptical aids, while not specifically designed for the visually impaired nor necessarily individually prescribed, may be useful items.

(a) Bookstands - for reducing postural fatigue by placing the material in a vertical position and bringing the work closer to the eyes.

(b) Felt tip pens - for producing a bold print or diagram, enlarging print size or providing additional contrast.

(c) Acetate - yellow acetate over the printed page will tend to darken the print as well as heighten the contrast of the background.

(d) Lamps with variable intensities and positioning - for provision of additional/dimmed illumination.

(e) Large-print books.

(f) Bold-line paper - for individuals who find it difficult to see regular-lined paper.

(g) Page markers & reading windows (typoscopes) - for assisting those with difficulties focusing on a word or line of print by outlining the target and simplifying localization.

(h) Sun visors, shields, sun glasses - for blocking out light and glare for those with light sensitivity.

(i) Safety glasses - for protecting the sight of the better eye in case of accident for individuals with monocular vision even though they may not need prescription lenses.

* The following partial list of tactual aids are utilized primarily for individuals without useful vision.

(a) Braillewriter - for typing braille.

(b) Slate and stylus - for embossing braille in situations where a braillewriter is too bulky or inconvenient.

(c) Raised-line drawing board - for reproducing simple geometric shapes, script letters or line diagrams which can be felt as he/she draws or writes.

(d) Cubarithm slate - for mathematics computations using braille characters.

(e) Abacus - for instruction of mathematics.

(f) Raised-line paper - for writing script "on the line" or graphing information.

(g) Templates and writing guides - for providing tactual boundaries in writing signatures, etc.

:: The following partial list of auditory aids may be useful devices for the visually impaired/blind client.

(a) Tape recorders - for taking notes, listening to recorded text or dictation.

(b) Talking Books - a free program sponsored by the Library of Congress which offers a wide variety of reading materials on discs and cassettes.

(c) Variable speed attachments - for varying the rate at which the reader listens to the tape/disc.

:: The following partial list of electronic aids (some are expensive and thus not yet widely available) are being utilized with increasing frequency.

(a) Talking calculator - for verbalizing all components of mathematical computations on a hand-held electronic calculator.

(b) Optacon - for transforming print into letter configurations that can be read tactually.

(c) Closed circuit television (CCTV) - for enlarging printed material onto a TV screen and altering polarity, contrast and illumination. (The benefits of portability and low cost of magnification outweigh those of CCTV, thus, magnification is the preferred aid in most cases.)

⁖ The following partial list of optical aids will be used by those individuals with special prescriptions.

(a) Bifocals, prisms, contact lenses or lens combinations.

(b) Tinted lenses - for light-sensitive persons and for those who need retinal protection after removal of intraocular lens.

(c) Magnifiers - for increasing the size of the visual image; can be hand-held, mounted in spectacles, clipped onto glasses (for persons with poor motor control) or illuminated for those wearing tinted lenses.

(d) Telescopic aids - for viewing demonstrations or visual displays; can be hand-held or mounted in spectacles.

⁖ Provide additional work and storage space as needed to accomodate special materials, e.g., braillewriter and paper, reading stand, large print books. Encourage him/her to use these aids when and as needed.

⁖ Doors and cabinets should be all the way open or completely shut.

⁖ Less than 5% of the blind individuals in this country are able to read or write braille. Tactual markings, thus, may be more effective if not written/designated in braille but in a medium which the particular individual can understand, e.g., enlarged, raised letters/numbers/symbols.

⁑ Always inform the visually impaired/blind person of any re-arrangements in the position of furnishings.

⁑ If you use written notes on a chalkboard in instruction, read aloud as you are writing so that the client can take dictation. You may also find it helpful to have your notes brailled, darkened or enlarged ahead of time according to the client's needs.

⁑ Demonstration is an excellent teaching tool. Try to keep the following points in mind as you demonstrate:

(a) Do not stand with your back to the window/light source so as to reduce glare and prevent shadows.

(b) Allow the visually impaired/blind client to stand next to or to the side of the demonstrator.

(c) Allow him/her to assist or to handle the materials before or after the observation period.

(d) Closed circuit television, if available, may permit useful magnification.

(e) Coactive movement or hand-over-hand guidance through each step of a particular task may be necessary for individuals with deficits in sensory integration or concept development.

(f) If given advance notice that a visually impaired/blind person will be visiting a theater, museum or other exhibit, staff will generally allow that person to go beyond barriers and touch exhibit materials.

⁑ Specific activities of daily living can be taught by task analysis which leads the visually impaired/blind person through each step with an emphasis on the use of senses other than vision.

⁑ Visually impaired/blind persons rely heavily on planning and organization in their daily routines. It is vital, for instance, that this person develop a system for identifying money in his/her wallet. It is not critical which system he/she chooses to use as long as he/she can find the money when needed without having to take someone else's word for it. The same is true for other independent living skills. There is not one preferred method for teaching a blind individual how to eat a baked potato; what is important is that he/she can do so in a socially acceptable and efficient manner.

⁑ The visually impaired/blind person is more alike other people than he/she is different.

Resource Agencies for the Visually Impaired/Blind

AERB - Alliance for Education and Rehabilitation of the Blind and Visually Impaired (AAWB/AEVH Alliance)
106-301 N. Fairfax Street
Alexandria, VA 22314

AAHPERD - American Alliance for Health, Physical Education, Recreation and Dance.
1900 Association Drive
Reston, VA 22091

American Council for the Blind
1211 Connecticut Avenue N.W.
Suite 506
Washington, D.C. 20036

AFB - American Foundation for the Blind
15 West 16th Street
New York, NY 10011

APH - American Printing House for the Blind, Inc.
P.O. Box 6085
Louisville, KY 40206-6085

Callier Center for Communication Disorders
1966 Inwood Avenue
Dallas, TX 75235

CIL - Center Independent Living
318 East 15th Street
New York, NY 10003

CEC - Council for Exceptional Children
Division of Visually Handicapped
1920 Association Drive
Reston, VA 22091

National Association for the Parents of Visually Impaired
3329 Northaven Road
Dallas, TX 75229

National Association for the Visually Handicapped
305 East 24th Street
New York, NY 10010

National Library Service for the Blind and Physically Handicapped
Library of Congress
Washington, D.C. 20542

National Society to Prevent Blindness
79 Madison Avenue
New York, NY 10016

4-Sights Network
Greater Detroit Society for the Blind
16625 Grand River
Detroit, MI 48227

Smith-Kettlewell Institute
Rehabilitation Engineering Center
2232 Webster Street
San Francisco, CA 94115

United States Association for Blind Athletes
55 West California Avenue
Beach Haven Park, NJ 08008

The AFB published the Directory of Agencies Serving the Visually Handicapped in the U.S., 22nd edition in 1984. This book provides up to date information about agencies and schools that offer direct services to blind and visually handicapped persons.

Professional Resources

Refer to the section, "Special Considerations/Adaptations for the Deaf-Blind/Multihandicapped", for a listing of those professionals who may provide valuable assistance/service to visually impaired/blind persons and those who work with them.

SPECIAL CONSIDERATIONS/ADAPTATIONS
for the
DEAF-BLIND/MULTIHANDICAPPED

Deaf-blind individuals have been defined by legislation (P.L. 90-247, Title VI) as those who have both "auditory and visual handicaps, the combination of which causes severe communication and other developmental and educational problems that they cannot be properly accomodated in programs solely for the hearing handicapped or for the visually handicapped". The degree of impairment in deaf-blind persons varies considerably. Very few are completely deaf and blind. Educational needs of deaf-blind persons also vary considerably, depending on the type and degree of visual and auditory impairment and the absence/presence of concomitant handicapping conditions.

One of the most important needs of this population is a system of communication. Those individuals with moderate impairments may have enough remaining vision or hearing to learn through techniques devised either for the deaf or for the blind. For those deaf-blind individuals who can not rely upon their vision or their hearing to effectively use sign language, verbal speech or large print, methods of communication based on the sense of touch have been developed. These methods involve presenting familiar gestures, morse code, sign language or other communication codes into the palm of the receiver's hand. Regardless of the method used between the client and instructor(s), the utilization of an effective communication system is crucial to the overall growth and development of the deaf-blind individual.

In regards to special considerations and adaptations for working with deaf-blind individuals, many of the principles outlined in the previous sections for the hearing impaired/deaf and visually impaired/blind are applicable. This is not an attempt to oversimplify the intervention strategies for the deaf-blind by claiming they are "deaf plus blind" persons; this absolutely is not the case. The presence of both hearing and visual impairment in any one individual magnifies and compounds the handicaps which ordinarily result from either as a single disabling condition. However, techniques described earlier for mobility, stereotypic behaviors, interpreting, lighting and acoustics are particularly pertinent to the deaf-blind student/client. Therefore, the sections describing special considerations/adaptations for the hearing impaired/deaf and visually impaired/blind should be reviewed by instructional staff planning to work with the deaf-blind.

In addition, major factors to be considered in training/work with deaf-blind individuals are listed below:

⁑ The deaf-blind person should be encouraged to develop as great a range of skills as possible. Due to the variance in nature and severity of their problems it is difficult to instruct these individuals in groups. It is suggested that initial instruction be provided on a one-to-one basis, and as the student masters a skill he/she can be moved to a group of two to four students. Once in such a group, the instructor must reinforce skill(s) and provide remedial instruction as needed.

⁑ Koegel and Rincover (1977) consider learning a three phase process. The first phase, "acquisition" is the process of learning a skill. Generally, the approach to teaching a new skill to a deaf-blind individual is as follows:

a. task analyze the skill and break it down to small increments.

b. to introduce the skill, the instructor may carry the student/client through the skill using coactive movements.

Coactive demonstration involves the instructor manipulating (hand-over-hand) the students body through the component tasks of the skill or allowing/encouraging the client to braille" the instructor's step-by-step performance of the task. For example, positioned behind the client, the instructor can hold both hands of the client and carry him/her through the steps of folding clothes from the dryer. In teaching the client to walk sideways between two obstacles, the client can encourage the client to feel the obstacles and the position of the instructor's body in relationship to the obstacles as the instructor maneuvers through that space.

Effective utilization of co-active movement does depend on several factors such as the ability of the deaf-blind person to cope with tactile stimulation from others, the subject matter of the skill, his/her ability to imitate movement patterns and the motor coordination/physical capacities of the client. The instructor must also relax and be comfortable with the client's touch to his/her own body for maximum benefit of this teaching method.

Once the client indicates an understanding of the specific movements of the skill, the instructor can fade to the use of physical prompts. Physical prompts are touching for the purpose of directing attention, stabilizing body parts (or materials) and demonstration of desired behaviors. For example, touching the client's elbow to help initiate movement in lifting a cup to his/her mouth; pushing the client's hands downward to help initiate movement in lowering pants for toileting; etc. The next levels of assistance, advancing from physical prompts, would consist of communication prompts such as a reminder to pack a lunch for work, and progress to a gradual fading of any type of assistance during the performance of the skill.

The second phase of learning is "generalization", or the ability of the student to use a skill under different conditions. Optimally, the initial environment in which a student is taught a skill would be the setting where the person is expected to use that skill. If you were teaching vacuuming, for instance, it would be best for the student to learn that skill in his/her personal living quarters. Simulated settings should be used only when unavoidable. Generalization of the skill of making a bed would be apparent if the client was able to make a bed after having slept in a different environment, such as a friend's home.

Finally, the third phase of learning is "maintenance", the durability of the skill over time. Here the teacher transfers control of the task to the student and that skill is added to his/her repertoire of routine performance in a variety of environments.

One of the greatest handicaps endured by the deaf-blind individual is isolation. In a world where visual and auditory impressions are taken for granted, it is hard to understand the true impact of a vision and hearing loss. It is important for personnel working with the deaf-blind to ensure that student's environment is continually being interpreted to him/her. When you enter a room where a deaf-blind person is present, make him/her aware of your entry. If you are interpreting for a deaf-blind person, be as accurate as possible in conveying information about the atmosphere, participants and happenings of the situation. Encourage social contact between the deaf-blind person and others to establish that individual as a viable member of the group.

* The "principle of normalization" is an extremely important factor in effective application of intervention techniques with the deaf-blind. These individuals have the right to participate in every aspect of their lives to the maximum of their abilities. Instructional staff are cautioned against low expectations for these individuals as research has shown a high correlation between low expectation and low performance.

Professional Resources

The use of an interdisciplinary approach in education/rehabilitation contributes greatly to the design and implementation of appropriate and effective educational plans. This is especially true when working with individuals who have multiple disabilities. The following list of professionals may be valuable sources of assistance in working with deaf-blind persons and sensory impaired individuals with multiple disabilities.

OCCUPATIONAL THERAPISTS (OT's) are knowledgeable sources of information about the effects of medical conditions and disabilities upon a client's functional capabilities, as well as adapted techniques (one-handed dressing, energy conservation, joint protection), adaptive devices (built-up handles, magnetic reachers), and environmental modifications (tactile cues, ramps, storage arrangement) to enhance functional abilities. OT's also provide direct and indirect services to help clients' improve/compensate for deficits in sensorimotor performance and specific tasks of self-care, work, education and play/leisure.

PHYSICAL THERAPISTS (PT's) are helpful sources of information about basic physical capacities required for movement in the environment, medically prescribed orthotic/orthopedic equipment (wheelchairs, walkers, crutches) and bracing. PT's also provide direct and indirect services to help clients' improve/compensate for deficits in motor coordination and physical capacity as well as elimination of architectural barriers.

RESOURCE/ITINERANT TEACHERS for the Hearing Impaired/Deaf or Visually Impaired/Blind are knowledgeable regarding specific adaptations in curricula and teaching materials, individualized instruction in use of specialized and media and help with problem-solving.

PSYCHOLOGISTS help to design and monitor data collection and behavior management programs, provide counselling services and perform evaluations of cognitive, behavioral, social/interpersonal and emotional status.

SPEECH THERAPISTS provide direct services for individuals who demonstrate the potential for spoken language.

Periodicals and Books

Below is a partial list of written materials that may shed further insight into the world of the deaf-blind. Additional resources can be found in the Special Considerations Sections for the Visually Impaired/-Blind and Hearing Impaired/ Deaf. Agencies who have traditionally been advocates for these two groups also maintain resource banks for the deaf-blind.

Title, Author and Date	Description and Price	Available From
National Parent's Exchange	A newsletter for parents of deaf-blind	Dr. William A. Blea, Director, Southwestern Region Deaf-Blind Center, 722 Capitol Mall, Room 621, Sacramento, CA 95814
Guidelines on Interpreting for Deaf-Blind Persons	A booklet designed to increase interpreters' awareness of the special considerations for interpreting for deaf-blind people. Provides descriptions and illustrations of the various methods of communication used by deaf-blind people. $2.00	Gallaudet College Press, Kendall Green, Washington, D.C. 20002
Deaf-Blind Education: Compilation of Contributions from Parents & Professors	$5.00	Alabama Institute for the Deaf and Blind, P.O. Box 698, Talladega, AL 35160
Educational Methods for Deaf-Blind and Severely Handicapped Students Vol. 3	152 pp. $5.00	Perkins School for the Blind Watertown, MA 02172
Deaf-Blind Children: Evaluating their Multiple Handicaps, edited by Scott Curtis, Edward Donbon, and Elizabeth Wagner, 1970	172 pp. $3.00	American Foundation for the Blind, 15 W. 16th St., New York, NY 10011

237	The Multihandicapped Hearing Impaired, David Tweedie and Edgar Shroyer	Gallaudet College Press, Kendall Green, Washington, DC 20002

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
OBJECTIVES

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.1 Personal Hygiene

Level I

1.1.0

Level II

1.1.1 With physical prompting, the client will care for toileting needs without accident.

1.1.2 With physical prompting, the client will put on clothes.

1.1.3 With physical prompting, the client will manage buttons, zippers, snaps, hooks, etc. on personal clothing.

1.1.4 With physical prompting, the client will apply deodorant.

1.1.5 With physical prompting, the client will brush teeth or clean own dentures.

1.1.6 With physical prompting, the client will put on and tie own shoes.

1.1.7 With physical prompting, the client will bathe/shower self.

1.1.8 With physical prompting, the client will comb/brush own hair.

1.1.9 With physical prompting, the client will shampoo own hair.

∷ 1.1.10 With physical prompting, the female client will care for her personal menstrual hygiene needs.

∷ 1.1.11 With physical prompting, the male client will trim/shave facial hair for neat appearance.

∷ 1.1.12 With physical prompting, the female client will apply make-up appropriately.

1.1.13 With physical prompting, the client will clean and trim own nails.

1.1.14 With physical prompting, the client will obtain, use and maintain an adequate supply of materials for routine personal hygiene and grooming tasks.

∷ 1.1.15 With verbal/total communication prompting, the female client will will care for her personal menstrual hygiene needs.

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.1 Personal Hygiene

Level III

1.1.16 With verbal/total communication prompting, the client will care for personal toileting needs without accident.

1.1.17 With verbal/total communication prompting, the client will put on clothes.

1.1.18 With verbal/total communication prompting, the client will manage buttons, zippers, snaps, hooks, etc. on personal clothing.

1.1.19 With verbal/total communication prompting, the client will apply deodorant.

1.1.20 With verbal/total communication prompting, the client will brush teeth or clean own dentures.

1.1.21 With verbal/total communication prompting, the client will put on and tie own shoes.

1.1.22 With verbal/total communication prompting, the client will bathe/shower self.

1.1.23 With verbal/total communication prompting, the client will comb/brush own hair.

1.1.24 With verbal/total communication prompting, the client will shampoo hair.

* 1.1.25 With verbal/total communication prompting, the male client will trim/shave facial hair for neat appearance.

* 1.1.26 With verbal/total communication prompting, the female client will apply make-up appropriately.

1.1.27 With verbal/total communication prompting, the client will clean and trim own nails.

1.1.28 With verbal/total communication prompting, the client will obtain, use and maintain an adequate supply of materials for routine personal hygiene and grooming tasks.

* 1.1.29 The female client will independently care for her personal menstrual hygiene needs.

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.1 Personal Hygiene

Level IV

1.1.30 The client will independently care for personal toileting needs without accident.

1.1.31 The client will independently put on clothes.

1.1.32 The client will independently manage buttons, zippers, snaps, hooks, etc.

1.1.33 The client will independently apply deodorant.

1.1.34 The client will independently brush teeth or clean own dentures.

1.1.35 The client will independently bathe/shower self.

1.1.36 The client will independently comb/brush own hair.

1.1.37 The client will independently shampoo hair.

⁑ 1.1.38 The male client will independently trim/shave facial hair for neat appearance.

⁑ 1.1.39 The female client will independently apply make-up appropriately.

1.1.40 The client will independently clean and trim own nails.

1.1.41 The client will independently obtain, use and maintain an adequate supply of materials for routine personal hygiene and grooming tasks.

Level V

1.1.1 - 1.1.41

Level VI

1.1.1 - 1.1.41

condiments appropriately.

1.2.15 With physical prompting, the client will display an absence of inappropriate behaviors at meal-time, e.g., playing in food, talking with full mouth.

1.2.16 With physical prompting, the client will use bread or a knife as a "pusher" when needed.

1.2.17 With physical prompting, the client will use a knife efficiently for spreading.

1.2.18 With physical prompting, the client will cut foods with a knife in a coordinated manner.

Level III

1.2.1 - 1.2.18

1.2.19 With physical prompting, the client will open and pour from containers without spilling.

1.2.20 With physical prompting, the client will use his/her napkin appropriately.

1.2.21 With verbal/total communication prompting, the client will swallow liquids and foods with a closed mouth and upright head (not tipped backward into extension) without choking, coughing or other signs of distress.

1.2.22 With verbal/total communication prompting, the client will hold his/her drinking glass or cup in one hand without spilling.

1.2.23 With verbal/total communication prompting, the client will drink from a glass or cup without spilling or leakage.

1.2.24 With verbal/total communication prompting, the client will leave the table when finished without disturbing others.

1.2.25 With verbal/total communication prompting, the client will locate his/her place and seat self without disturbing others.

1.2.26 With verbal/total communication prompting, the client will efficiently chew food of various textures with a closed mouth.

1.2.27 With verbal/total communication prompting, the client will eat each meal at a moderate pace, i.e., without gulping and in a reasonable amount of time.

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.2 Eating Skills

1.2.28 With verbal/total communication prompting the client will open and close food containers and packets in a neat manner.

1.2.29 With verbal/total communication prompting, the client will hold his/her spoon or fork in a tripod grasp (with thumb, index and middle fingers) in his/her dominant hand.

1.2.30 With verbal/total communication prompting, the client will carry his/her own food to the table without disturbing others.

1.2.31 With verbal/total communication prompting, the client will open and pour from containers without spilling.

1.2.32 With verbal/total communication prompting, the client will use appropriate utensils for various foods.

1.2.33 With verbal/total communication prompting, the client will place his/her garbage in the designated area at the meal's end.

1.2.34 With verbal/total communication prompting, the client will maintain a neat personal eating area.

1.2.35 With verbal/total communication prompting, the client will apply seasonings and condiments appropriately.

1.2.36 With verbal/total communication prompting, the client will use a napkin appropriately.

1.2.37 With verbal/total communication prompting, the client will display an absence of inappropriate behaviors at meal-time, e.g., playing in food, talking with full mouth.

1.2.38 With verbal/total communication prompting, the client will use bread or a knife as a "pusher" when needed.

1.2.39 With verbal/total communication prompting, the client will use a knife efficiently for spreading.

1.2.40 With verbal/total communication prompting, the client will cut foods with a knife in a coordinated manner.

Level IV

1.2.1 - 1.2.40

1.2.41 The client will independently swallow liquids and foods with a closed mouth and upright head (not tipped backward into extension) without choking, coughing or other signs of stress.

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.2 Eating Skills

1.2.42 The client will independently hold his/her glass or cup in one hand without spilling.

1.2.43 The client will independently drink from a glass or cup without spilling or leakage.

1.2.44 The client will independently leave the table when finished eating without disturbing others.

1.2.45 The client will independently locate his/her place and seat self without disturbing others.

1.2.46 The client will independently and efficiently chew food of various textures with a closed mouth.

1.2.47 The client will independently eat each meal at a moderate pace, i.e., without gulping and in a reasonable amount of time.

1.2.48 The client will independently open and close food containers or packets in a neat manner.

1.2.49 The client will independently hold his/her spoon or fork in a tripod grasp (with thumb, index and middle fingers) in his/her dominant hand.

1.2.50 The client will independently carry his/her own food to the table without disturbing others.

1.2.51 The client will independently open and pour from containers without spilling.

1.2.52 The client will independently use the appropriate utensil for various foods, e.g., fork for salad, spoon for soup.

1.2.53 The client will independently place his/her garbage in the designated area at the meal's end.

1.2.54 The client will independently maintain a neat personal eating area.

1.2.55 The client will independently apply seasonings and condiments appropriately.

1.2.56 The client will independently use his/her napkin appropriately.

1.2.57 The client will independently display an absence of inappropriate behaviors at meal-time, e.g., playing in food, talking with full mouth.

1.2.58 The client will independently use bread or a knife as a "pusher" when needed.

1.2.59 The client will independently use a knife efficiently for spreading.

1.2.60 The client will independently cut foods with a knife in a coordinated manner.

Level V

1.2.1 - 1.2.60

Level VI

1.2.1 - 1.2.60

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.3 Hygiene/Grooming

Level I

1.3.0

Level II

1.3.0

Level III

* 1.3.1 The female client will consistently display an absence of menstrual "accidents".

1.3.2 The client will consistently display an absence of toileting "accidents".

* 1.3.3 The female client will consistently wear make-up which is applied in amounts and type appropriate to the occasion.

1.3.4 The client will consistently wear clothing appropriate for the weather.

1.3.5 The client will consistently appear with clean skin.

* 1.3.6 The male client will consistently appear with his facial hair neatly trimmed or shaved.

1.3.7 The client will consistently appear with clean teeth or dentures.

1.3.8 The client will consistently wear clothing and shoes with fasteners aligned and closed.

1.3.9 The client will consistently appear with his/her hair neatly trimmed and styled.

1.3.10 The client will consistently display an absence of body and foot odor.

1.3.11 The client will consistently appear with his/her hair clean and brushed or combed.

1.3.12 The client will consistently display an absence of bad breath.

1.3.13 The client will consistently wear clean clothing.

1.3.14 The client will consistently wear clothing appropriate for the occasion.

1.3.15 The client will consistently wear properly fitting clothes.

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.3 Hygiene/Grooming

1.3.16 The client will consistently wear clothing and shoes which are in good repair.

1.3.17 The client will consistently wear clothing which is coordinated in color and/or pattern.

1.3.18 The client will consistently display clean nails which are neatly trimmed or shaped.

1.3.19 The client will maintain a socially-acceptable personal appearance as evidenced by performance of objectives 1.3.1 - 1.3.18 with 90 - 100% consistency during a designated period of observation.

Level IV

1.3.1 - 1.3.19

Level V

1.3.1 - 1.3.19

Level VI

1.3.1 - 1.3.19

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.4 Basic Health

Level I

1.4.0

Level II

1.4.0

Level III

1.4.1 The client will describe/list places to purchase hair-care services, e.g., hair cut.

1.4.2 The client will describe/list places to purchase personal grooming supplies.

1.4.3 The client will define the term "medicine".

1.4.4 The client will define the term "vomiting".

1.4.5 The client will acknowledge that difficulty with breathing is a problem that should be reported to his/her doctor.

1.4.6 The client will describe a safe and effective plan of self-care for an episode of bloody vomiting.

1.4.7 The client will describe a safe and effective plan of self-care for an injured ankle.

1.4.8 The client will describe/list places to purchase services for glasses repair.

1.4.9 The client will explain the importance of regular exercise.

1.4.10 The client will describe a safe and effective plan of self-care for an uncomplicated case of skin fungus.

1.4.11 The client will describe an accurate, reliable method of measuring his/her body temperature.

* 1.4.12 The hearing impaired client who uses (a) hearing aid(s) will describe/list places to purchase hearing aid services.

1.4.13 The client will describe a safe and effective plan of self-care for an uncomplicated case of diarrhea.

1.4.14 The client will define the term "prescription".

1.4.15 The client will define the term "diarrhea".

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.4 Basic Health

Level IV

1.4.1 - 1.4.15

1.4.16 The client will describe/list places to purchase shoe repair services.

1.4.17 The client will describe a safe and effective plan of self-care for occasional headaches.

1.4.18 The client will describe a safe and effective plan of self-care when experiencing possible symptoms of a heart attack.

1.4.19 The client will describe a safe and effective plan of first-aid after skin puncture with a rusty nail.

1.4.20 The client will describe a safe and effective plan of self-care for "a lump in the throat" which interferes with swallowing.

* 1.4.21 The hearing impaired client who uses hearing aid(s) will describe/list places to purchase hearing aid supplies.

1.4.22 The client will describe a safe and effective plan of self-care when experiencing symptoms of a urinary tract infection.

1.4.23 The client will state the generally recommended frequency of exercise for a safe and effective personal fitness routine.

1.4.24 The client will describe a safe and effective plan of self-care during a minor illness with low-grade fever.

1.4.25 The client will describe a safe and effective plan of self-care for an episode of painless, itchy, watery eyes.

1.4.26 The client will describe a safe and effective plan of self-care for stiffness following excessive exercise.

1.4.27 The client will describe/list appropriate places to get a prescription filled.

1.4.28 The client will define/state the "normal" healing period for a minor cut.

1.4.29 The client will name the medical specialist to consult for evaluation of blurred vision.

1.4.30 The client will describe a safe and effective plan of self-care for repeated episodes of ringing in his/her ears.

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.4 Basic Health

1.4.31 The client will describe an effective plan for locating a doctor upon moving to new location.

1.4.32 The client will describe a safe and effective plan of self-care when suspected unhealthy changes are noted during breast self-examination.

1.4.33 The client will state the generally recommended frequency for routine dental check-ups.

1.4.34 The client will list examples of "clear liquids".

1.4.35 The client will accurately estimate the cost of an office visit with a doctor for treatment of a minor illness.

1.4.36 The client will describe a safe effective plan of self-care for an episode of mild nasal and ear congestion/stuffiness.

1.4.37 The client will state the minimum period of time needed to obtain a reliable measure of oral temperature.

1.4.38 The client will describe an effective procedure for making and keeping a non-emergency doctor's appointment.

1.4.39 The client will describe a plan of action in the event that he/she is unable to keep a scheduled doctor's appointment.

1.4.40 The client will state the generally recommended frequency for routine medical check-ups.

1.4.41 The client will accurately estimate the cost of a doctor's services for a phone consultation.

1.4.42 The client will accurately estimate the cost of a medical examination in a hospital emergency room for an individual without health insurance.

1.4.43 The client will describe the physical changes to look for in breast self-examination.

1.4.44 The client will list examples of foods allowed on a "bland diet".

1.4.45 The client will describe an effective method of breast self-examination.

1.4.46 The client will describe the possible consequences of missing a doctor's appointment without notice.

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.4 Basic Health

Level V

1.4.1 - 1.4.46

1.4.47 The client will correctly categorize several oral temperature readings into "fever" or "non-fever" classifications, with "fever" defined as body temperature greater than or equal to 100° Fahrenheit.

Level VI

1.4.1 - 1.4.47

AREA 1.0 HEALTH/HYGIENE UNIT: 1.5 Medical History

Level I

1.5.0

Level II

1.5.0

Level III

1.5.1 Given a medical history form, the client will complete (or direct another person to complete) the form with accurate responses to the following questions:
- (a) "Who should be notified in case of emergency?"
- (b) "What surgeries/operations have you had in the past? If any, when and where did each occur?"
- (c) "Who is your next of kin?"
- (d) "How much do you now weigh?" (within 5 pounds)
- (e) "Who is your physician?"

Level IV

1.5.1

1.5.2 Given a medical history form, the client will complete (or direct another person to complete) that form with accurate responses to the following questions:
- (a) Drinking (alcoholic beverages) and smoking habits?
- (b) Height? (within one inch)
- (c) History of previous hospitalizations? If any, when, where, and reason.
- (d) Who is responsible for payment for services rendered to you?
- (e) Bowel/Bladder patterns?
- (f) Insurance company and policy number?

Level V

1.5.1 - 1.5.2

1.5.3 Given a medical history form, the client will complete (or direct another person to complete) that form with accurate responses to the following questions:
- * (a) Women: Menstruation started at what age? Duration and frequency of menstrual cycle? Menstrual difficulties? Method of birth control used? History of pregnancies, abortions, miscarriages, stillbirths? Number of live births? History of obstetric complications?
- (b) Seizures
- (c) History of major illness(es)?
- (d) Allergies?
- (e) Immunizations?

(f) History of family illnesses, genetic conditions, etc.?
(g) Blood type?

Level VI

1.5.1 - 1.5.3

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.6 Knowledge of Medications

Level I

1.6.0

Level II

1.6.0

Level III

1.6.1 When given instructions in his/her primary mode of communication in the event (or role-play) of personal illness/injury which requires medical attention, the client will repeat and/or return a demonstration of the recommended treatment plan.

Level IV

1.6.1

1.6.2 The client will report personal injury/illness in a timely manner to a designated/appropriate person.

1.6.3 In the event of an actual (or role-play) non-emergency personal illness/injury, the student will answer all of the following questions regarding this illness/injury to the satisfaction of medical personnel who are proficient in the student's primary mode of communication:

(a) Chief complaints?
(b) Location of injury/complaint?
(c) Onset?
(d) History of past "related" occurrences?
(e) Quality/intensity of symptoms?
(f) Frequency/duration of symptoms?
(g) Remedies tried?
(h) What makes symptoms better/worse?

1.6.4 Given sample labels from assorted medications, the client will accurately define the following terms and/or describe an appropriate response to each term:

(a) Oral(ly)
(b) Rectal(ly)
(c) With food or milk
(d) Dosage
(e) Caution
(f) Physician
(g) As needed/as required
(h) ___ times a day
(i) Every ___ hours
(j) Not to be taken internally

(k) Do not exceed recommended dosage
(l) Refill
(m) Apply

1.6.5 The client will accurately name his/her handicapping condition(s).

1.6.6 Given a sample bottle of an over-the-counter (OTC) pain-reliever, the client will indicate an understanding of label directions by accurately answering the following questions:
(a) Purpose?
(b) Dosage?
(c) Frequency?
(d) Route of administration?
(e) Warnings/precautions?

1.6.7 The client will list possible sources of assistance in interpreting drug label directions.

1.6.8 Given a sample tube of an O.T.C. skin ointment, the client will indicate an understanding of label directions by accurately answering the following questions:
(a) Purpose?
(b) Dosage?
(c) Frequency?
(d) Route of administration?
(e) Warnings/precautions?
(f) Side effects?

1.6.9 Given a sample bottle of a prescription oral antibiotic, the client will indicate an understanding of label directions by accurately answering the following questions:
(a) Route of administration?
(b) Dosage?
(c) Frequency?
(d) What should you do if this drug makes you sick?
(e) What should you eat/drink with this drug?
(f) Should you stop taking this drug when you feel better?
(g) Should you share this with your sick friend?
(h) Refillable?
(i) Precautions/warnings?

1.6.10 The client will define "over-the-counter" or "non-prescription medicine".

1.6.11 The client will accurately list all prescription and/or O.T.C medicines which he/she takes regularly and accurately answer the following questions about each medicine:
(a) Purpose?
(b) Dosage?

(c) Frequency?
(d) Route of administration?
(e) Side effects
(f) Warnings/precautions?

*1.6.12 The client will demonstrate the ability to safely self-administer all prescribed medications to the satisfaction of medical personnel.

*1.6.13 The client will demonstrate the ability to safely self-administer his/her special diet to the satisfaction of appropriate personnel.

Level V

1.6.1 - 1.6.13

1.6.14 In the event of an actual (or role-play) non-emergency personal illness/injury, the client will answer all of the following questions regarding this illness/injury to the satisfaction of medical personnel who are not proficient in the student's primary mode of communication:
(a) Chief complaint?
(b) Location of injury/complaint?
(c) Onset?
(d) History of past "related" occurrences?
(e) Quality/intensity of symptoms?
(f) Frequency/duration of symptoms?
(g) Remedies tried?
(h) What makes symptoms better/worse?

1.6.15 Given a sample bottle of O.T.C. pain-reliever, the client will describe/list the possible side effects of this medication according to the label.

1.6.16 The client will correctly respond to the following questions about his/her handicapping condition(s):
(a) Onset?
(b) Cause?
(c) How disease/disorder progresses?
(d) How disease/disorder effects overall functioning?
(e) Genetic factors?
(f) Special services needed?

Level VI

1.6.1 - 1.6.16

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.7 Adaptive Equipment

Level I

1.7.0

Level II

1.7.0

Level III

* 1.7.1 The client will demonstrate the ability to correctly and independently use and maintain the following medically prescribed personal equipment items to the satisfaction of appropriate personnel, e.g., nurse, OT, PT, audiologist, etc., as applicable:
(a) Splint(s)?
(b) Prosthetic arm(s)/leg(s)?
(c) Catheter/ostomy?

Level IV

* 1.7.1

* 1.7.2 The client will demonstrate the ability to correctly and independently use and maintain the following medically prescribed personal equipment items to the satisfaction of appropriate personnel, e.g., nurse, OT,PT, audiologist, etc., as applicable:
(a) Hearing aid(s)?
(b) Brace(s)?
(c) Prosthetic eye(s)?
(d) Contacts/glasses?
(e) Dentures?
(f) Other? (specify)

Level V

* 1.7.1 * 1.7.2

Level VI

* 1.7.1 * 1.7.2

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.8 Basic First-Aid & Safety

Level I

1.8.0

Level II

1.8.1 Given a picture and/or drawing of a "stop" sign, the client will describe/demonstrate the purpose of and the appropriate action to be taken for a "stop" sign in the community.

Level III

1.8.1

1.8.2 Given pictures and/or drawings of word safety signs from the community, the client will describe/demonstrate the purpose of and the appropriate action to be taken for each of the following signs:

(a) Keep out
(b) No smoking
(c) Danger
(d) Poison
(e) Exit
(f) Stairs
(g) Walk/don't walk
(h) Do not enter
(i) Wet floor
(j) Fire escape
(k) Fire alarm
(l) Fire extinguisher
(m) Fire exit only
(n) Buckle seat belt
(o) Caution
(p) Emergency exit
(q) Flammable
(r) No trespassing
(s) Pedestrian crossing

Level IV

1.8.1 - 1.8.2

1.8.3 Given pictures and/or drawings of word safety signs from the community, the client will describe/demonstrate the purpose of and the appropriate action to be taken for each of the following signs:

(a) Railroad crossing
(b) Beware of dog
(c) Elevator
(d) Out of order
(e) Warning
(f) Detour

(g) Do not use elevator in case of fire
(h) Oxygen in use
(i) Break in case of fire
(j) Hard hat area only
(k) High voltage

1.8.4 The client will describe a safe and effective plan of self-care for a minor cut.

1.8.5 The client will describe a safe and effective plan of self-care for a cracked/broken tooth.

1.8.6 The client will descsribe a safe and effective plan of self-care for broken blisters on his/her feet.

1.8.7 The client will describe a safe and effective plan for protecting self from unwanted physical advances by strangers in public places.

1.8.8 The client will describe a safe and effective plan of first-aid for a choking victim.

1.8.9 The client will describe a safe and effective plan of action to be taken upon encountering an exhibitionist.

1.8.10 The client will describe a safe and effective plan of action to be taken in assisting another person whose clothing is afire.

1.8.11 The client will describe a safe and effective plan of first-aid for a simple nosebleed.

1.8.12 The client will describe an effective plan for safely screening unexpected visitors to his/her home.

1.8.13 The student will describe a safe and effective plan of first-aid for another person who is experiencing seizure-like activity.

1.8.14 The student will describe a safe and effective plan for eliminating obscene phone calls.

Level V

1.8.1 - 1.8.14

1.8.15 The client will describe a safe and effective plan of first-aid for an accident victim who is unconscious after a fall witnessed by the client.

1.8.16 The client will describe a safe and effective plan of first-aid for a victim of accidental amputation.

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.8 Basic First-Aid & Safety

1.8.17 The client will describe a safe and effective plan of first-aid for a victim of electrical shock.

1.8.18 The client will describe a safe and effective plan of first-aid for a victim of accidental poisoning.

1.8.19 The client will describe a safe and effective plan of action to be taken when unexpected strangers request admittance to his/her home.

Level VI

1.8.1 - 1.8.19

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.9 Sexuality

Level I

1.9.0

Level II

1.9.1 The client will correctly identify his/her sex (gender).

1.9.2 Upon request, the client will correctly identify at least three males in a picture (or room) with clothed people of both sexes.

1.9.3 Given pictures/models of nude babies, children, and adults, the client will correctly differentiate between males and females.

Level III

1.9.1 - 1.9.3

1.9.4 Upon request, the client will correctly identify at least three females in a picture (or room) with clothed people of both sexes.

1.9.5 Given pictures/models, the client will correctly differentiate between male genitalia and female genitalia.

1.9.6 Given a picture/model of external male genitalia, the client will correctly name one or more body parts.

1.9.7 Given a picture/model of external female genitalia, the client will correctly name one or more body parts.

*1.9.8 The female client will describe the proper method for disposal of soiled menstrual pads/tampons.

1.9.9 The client will acknowledge his/her right to refuse undesired intercourse.

1.9.10 The client will list one or more body parts found only in males.

*1.9.11 The female client will describe a safe and effective personal plan for minimizing body odors during her menstrual period.

1.9.12 The client will accurately describe the cause of pregnancy.

1.9.13 The client will describe the possible consequences of intercourse outside of marriage.

1.9.14 The client will describe the physical changes which occur in females during menstruation.

1.9.15 The client will describe one or more of the physical changes which occur in females during adolescence.

1.9.16 The client will describe a safe and effective plan of care for mild menstrual cramps.

1.9.17 The client will correctly explain why a medical evaluation is needed after rape.

1.9.18 The client will describe the possible consequences of masturbation in public.

1.9.19 The client will correctly state the "normal" duration of menstrual flow for females.

1.9.20 The client will list one or more of the physical changes a female may experience as initial signs of pregnancy.

1.9.21 The client will define the term "masturbation".

1.9.22 The client will define the term "douche".

Level IV

1.9.1 - 1.9.22

1.9.23 The client will name one or more body parts found only on females.

1.9.24 The client will define the term "intercourse".

1.9.25 The client will define the term "homosexual".

1.9.26 The client will describe a safe and effective plan of self-care for a female who has been raped.

1.9.27 The client will describe appropriate place(s) for masturbation.

1.9.28 The client will define the term "rape".

1.9.29 The client will state one or more options when intercourse is desired without resultant pregnancy.

1.9.30 The client will list one or more physical changes which may occur in adolescent males.

1.9.31 The client will identify one or more sources of information or counseling for his/her questions and concerns about sexual activity/sexuality.

1.9.32 The client will describe appropriate place(s) for homosexual activity.

1.9.33 The client will describe a safe and effective plan of care for repeated episodes of abnormal menstrual bleeding.

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.9 Sexuality

1.9.34 The client will describe a safe and effective plan of care for a female who has "missed" two menstrual periods.

1.9.35 The client will correctly state the frequency of the "normal" menstrual cycle for females.

1.9.36 The client will acknowledge that intercourse during pregnancy is an acceptable option, unless medically restricted.

1.9.37 The client will define the terms "necking/petting".

1.9.38 The client will describe a safe and effective plan of care when a female discovers personal signs/symptoms of S.T.D.

1.9.39 The client will list possible sources of information or counseling regarding selection of appropriate birth control methods.

1.9.40 Given sample birth control devices, the client will correctly identify one or more from that assortment.

1.9.41 The client will describe a safe and effective plan of self-care upon learning that his/her sexual partner has S.T.D.

1.9.42 The student will define the term "virgin".

1.9.43 Given sample birth control devices, the client will describe/demonstrate correct insertion/application of one or more devices.

1.9.44 The client will acknowledge the possibility of pregnancy as a result of intercourse during menstruation.

1.9.45 The client will list one or more of the physical changes that may occur in the female body during the birth of a baby.

1.9.46 The client will list two or more types of safe and effective birth control techniques.

1.9.47 The client will describe a safe and effective plan of care when a male discovers personal signs/symptoms of S.T.D.

1.9.48 The client will define "premarital sex".

1.9.49 The client will list the possible consequences of homosexual activity.

1.9.50 The client will acknowledge the inaccuracy of the myth that masturbation causes unhealthy changes in the body.

1.9.51 The client will acknowledge the importance of not bathing and changing clothes before police investigation after rape.

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.9 Sexuality

1.9.52 The client will list birth control devices which can be purchased without a prescription.

1.9.53 The client will acknowledge the possibility of contagion from a sexual partner who has S.T.D. even if condom(s) are used.

1.9.54 The client will acknowledge the ineffectiveness of "coitus interuptus" as a method of birth control.

1.9.55 The client will describe how counseling may be helpful for a rape victim.

1.9.56 The client will acknowledge the ineffectiveness of post-intercourse douching as a method of birth control.

1.9.57 The client will describe common methods of transmission of S.T.D.

1.9.58 The client will acknowledge that S.T.D. is not transmitted from toilet seats.

1.9.59 The client will acknowledge the possibility of S.T.D contagion from necking/petting with a partner who has S.T.D.

1.9.60 The client will list possible sources of help for treatment of S.T.D.

Level V

1.9.1 - 1.9.60

1.9.61 The client will list/describe the changes that may occur in a female's body during pregnancy.

1.9.62 The client will describe a safe and effective plan of action to be taken upon discovering that his/her child has been sexually abused/molested.

1.9.63 The client will describe available options for a female giving birth to an unwanted child.

1.9.64 The client will state/describe the generally recommended schedule of prenatal medical check-ups for a pregnant female.

1.9.65 The client will list/describe available options for a female/couple experiencing an unwanted pregnancy.

1.9.66 The client will acknowledge the acceptability of intercourse during menstruation, unless medically restricted.

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.9 Sexuality

1.9.67 The client will list/describe sexual activities which are illegal.

1.9.68 The client will acknowledge the responsibility of a person with S.T.D. regarding notification of his/her sexual partners.

1.9.69 The client will acknowledge pregnancy as a possible consequence of necking/petting.

1.9.70 The client will describe possible consequences of an illegal or self-induced abortion.

1.9.71 The client will list/describe factors which might prevent two adult sexual partners from enjoying intercourse.

1.9.72 The client will describe the possible long-term effects/consequences of untreated S.T.D.

1.9.73 The client will name one or more types of S.T.D.

1.9.74 The client will describe/state the legal time limits for obtaining an abortion in his/her state of residence.

1.9.75 The client will describe the signs/symptoms of S.T.D.

Level VI

1.9.1 - 1.9.75

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.10 Use and Abuse of Drugs

Level I

1.10.0

Level II

1.10.0

Level III

1.10.0

Level IV

1.10.1 The client will describe a safe and effective plan of action when someone is using illegal substances in his/her home without consent.

1.10.2 The client will list the possible physical short term effects which may occur from consumption of alcohol.

1.10.3 The client will list/describe the possible consequences of using "street" drugs or misusing prescription drugs.

1.10.4 The client will describe possible reasons for experimentation with drugs.

Level V

1.10.1 - 1.10.4

1.10.5 The client will describe a safe and effective plan of self-care when he/she is offered a ride with a drunk driver.

1.10.6 The client will describe possible unhealthy effects of nicotine on the human body.

1.10.7 The client will describe the possible long-term effects/ consequences to the health of someone who abuses alcohol.

1.10.8 The client will describe the sign/symptoms of alcohol abuse.

1.10.9 The client will list possible sources of help for an individual who thinks he/she has a problem of alcohol abuse.

1.10.10 The client will list possible sources of assistance for a victim of drug abuse.

1.10.11 The client will describe the signs/symptoms of drug abuse.

AREA: 1.0 HEALTH/HYGIENE UNIT: 1.10 Use and Abuse of Drugs

1.10.12 The client will describe possible unhealthy effects of caffeine on the human body.

1.10.13 The client will list possible sources of help for family members of an alcohol abuser.

Level VI

1.10.1 - 1.10.13

NATIONAL INDEPENDENT LIVNG SKILLS CURRICULUM GUIDE
FAMILY RESPONSIBILITY

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.1 Home Management

Level I

2.1.0

Level II

2.1.1 With physical prompting, the client will maintain soil free bed linens.

2.1.2 With verbal/total communication prompting, the client will maintain soil free bed linens.

2.1.3 With physical prompting, the client will turn lights on and off such that he/she practices energy conservation principles.

2.1.4 With physical prompting, the client will unlock entrance(s) to the living environment.

2.1.5 With physical prompting, the client will lock entrances/exits when leaving.

2.1.6 With physical prompting, the client will maintain trash can such that it is free of overpowering unpleasant odor and is not overflowing.

2.1.7 With physical prompting, the client will turn water off when not in use to practice energy conservation.

2.1.8 With physical prompting, the client will maintain furniture such that it is regularly free of dust.

2.1.9 With physical prompting, the client will maintain non-carpeted floors such that they are free of dust, debris and stains.

2.1 10 With physical prompting, the client will maintain carpeted floors such that they are free of debris and stains.

2.1.11 With physical prompting, the client will maintain bathroom floors and fixtures such that they are clean and free of odor.

2.1.12 With physical prompting, the client will use safety practices when operating appliances.

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.1 Home Management

Level III

2.1.1 - 2.1.12

2.1.13 The client will independently maintain soil free bed linens.

2.1.14 With verbal/total communication prompting, the client will turn lights on and off such that he/she practices energy conservation principles.

2.1.15 With verbal/total communication prompting, the client will unlock entrance(s) to the living environment.

2.1.16 With verbal/total communication prompting, the client will lock entrances/exits when leaving.

2.1.17 With verbal/total communication prompting, the client will maintain trash can such that it is free of overpowering unpleasant odor and is not overflowing.

2.1.18 With verbal/total communication prompting, the client will turn water off when not in use to practice energy conservation.

2.1.19 With verbal/total communication prompting, the client will maintain furniture such that is is regularly free of dust.

2.1.20 With verbal/total communication prompting, the client will maintain non-carpeted floors such that they are free of dust, debris and stains.

2.1.21 With verbal/total communication prompting, the client will maintain carpeted floors such that they are free of debris and stains.

2.1.22 With verbal/total communication prompting, the client will maintain bathroom floors and fixtures such that they are clean and free of odor.

2.1.23 With physical prompting, the client will maintain household cleaners in a safe place.

2.1.24 With verbal/total communication prompting, the client will maintain household cleaners in a safe place.

2.1.25 With physical prompting, the client will use safety practices when operating appliances.

2.1.26 With physical prompting, the client will use cleaners and disinfectants appropriate for household maintenance tasks.

2.1.27 With physical prompting, the client will maintain furniture and household items to insure safety for self and others.

2.1.28 With verbal/total communication prompting, the client will maintain furniture and household items to insure safety for self and others.

2.1.29 With physical prompting, the client will maintain kitchen fixtures and appliances such that they are regularly free of food spills, dirt and grease.

2.1.30 With verbal/total communication prompting, the client will maintain kitchen fixtures and appliances such that they are regularly free of food spills, dirt and grease.

2.1.31 With physical prompting, the client will maintain environmental climate controls using energy conservation principles.

2.1.32 With verbal/total communication prompting, the client will maintain environmental climate controls using energy conservation principles.

2.1.33 With physical prompting, the client will maintain household appliances in safe, efficient operating condition.

2.1.34 With verbal/total communication prompting, the client will use cleaners and disinfectants appropriate for household maintenance tasks.

2.1.35 With verbal/total communication prompting, the client will maintain household appliances in safe, efficient operating condition.

Level IV

2.1.1 - 2.1.35

2.1.36 The client will turn lights on and off such that he/she practices energy conservation principles independently.

2.1.37 The client will unlock entrances to the living environment independently.

2.1.38 The client will independently lock entrances/exits when leaving.

2.1.39 The client will independently maintain trash can such that it is free of overpowering unpleasant odor and is not overflowing.

2.1.40 The client will independently turn water off when not in use to practice energy conservation.

2.1.41 The client will independently maintain furniture such that it is regularly free of dust.

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.1 Home Management

2.1.42 The client will independently maintain non-carpeted floors such that they are free of dust, debris and stains.

2.1.43 The client will independently maintain carpeted floors such that they are free of dust, debris and stains.

2.1.44 The client will independently maintain bathroom floors and fixtures such that they are clean and free of odor.

2.1.45 The client will independently maintain household cleaners in a safe place.

2.1.46 The client will independently use safety practices when operating appliances.

2.1.47 The client will independently use cleaners and disinfectants appropriate for household maintenance tasks.

2.1.48 The client will independently maintain household items to insure safety for self and others.

2.1.49 The client will independently maintain kitchen fixtures and appliances such that they are regularly free of food spills, dirt and grease.

2.1.50 The client will independently maintain environmental climate controls using energy conservation principles.

2.1.51 The client will independently maintain household appliances such that they are in safe, efficient operating condition.

Level V

2.1.1 - 2.1.51

Level VI

2.1.1 - 2.1.51

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.2 Food Management

Level I

2.2.0

Level II

2.2.1 With physical prompting, the client will open waxed-paper cartons with pour spouts.

2.2.2 With physical prompting, the client will open glass bottles with pop-off tops.

2.2.3 With physical prompting, the client will dispose of food scraps from dirty dishes using:
(a) garbage can
(b) garbage disposal.

2.2.4 With physical prompting, the client will open cans with:
(a) pop-and-push tabs
(b) pull tabs.

2.2.5 With physical prompting, the client will wash both hands with soap and water prior to handling food and/or eating.

2.2.6 With physical prompting, the client will operate the following kitchen appliances in a safe and appropriate manner.
(a) refrigerator
(b) toaster
(c) electric stove/burners
(d) toaster oven
(e) crock pot.

2.2.7 With physical prompting, the client will wipe up spills.

2.2.8 With physical prompting, the client will sanitize dishes and utensils by:
(a) hand washing
(b) automatic dishwasher.

2.2.9 With physical prompting, the client will return clean dishes and utensils to their appropriate storage places.

2.2.10 With physical prompting, the client will prepare cold foods for:
(a) breakfast
(b) lunch.

Level III

2.2.1 - 2.2.10

2.2.11 With physical prompting, the client will open:
  (a) screw-type lids
  (b) pull-tab rings.

2.2.12 With physical prompting, the client will open food items which are cellophane-wrapped.

2.2.13 With physical prompting, the client will open food items packaged in cardboard boxes.

2.2.14 With physical prompting, the client will use a list derived from his/her meal-planning to shop for groceries as follows:
  (a) wait for turn in check-out line without disruptions
  (b) locate grocery cart
  (c) locate check-out counter
  (d) wait for correct change, if necessary
  (e) locate grocery store
  (f) pay for items purchased
  (g) transport items to home base
  (h) locate food items on the grocery list.

2.2.15 With physical prompting, the client will operate these kitchen appliances in a safe and appropriate manner:
  (a) refrigerator
  (b) manually operated can opener
  (c) electric can opener
  (d) coffee pot
  (e) electric skillet
  (f) gas stove/burners
  (g) blender
  (h) microwave.

2.2.16 With physical prompting, the client will locate necessary utensils and food items prior to and during the cooking process.

2.2.17 With physical prompting, the client will use these small kitchen utensils in a safe and appropriate manner:
  (a) bottle opener
  (b) large and small knives
  (c) grater
  (d) vegetable peeler
  (e) egg beater
  (f) measuring spoons.

2.2.18 With physical prompting, the client will use pot holders when handling hot foods/dishes.

2.2.19 With physical prompting, the client will select an appropriate container for a particular cooking task, e.g., frying.

AREA: 2.2 FAMILY RESPONSIBILITY UNIT: 2.2 Food Management

2.2.20 With physical prompting, the client will prepare cold dinner foods.

2.2.21 With physical prompting, the client will store 25 or more food items in appropriate places so as to maintain the foods in a healthful condition, or as indicated by the items' storage instructions.

2.2.22 With physical prompting, the client will wash fresh produce before cooking/eating.

2.2.23 With physical prompting, the client will transfer hot food/liquid from one container to another without physical harm to self.

2.2.24 With physical prompting, the client will store opened food containers according to label instructions.

2.2.25 With physical prompting, the client will prepare hot foods for:
(a) breakfast
(b) lunch.

2.2.26 With physical prompting, the client will locate and dispose of spoiled foods.

2.2.27 With physical prompting, the client will store left-over food items in appropriate containers and places.

2.2.28 With physical prompting, the client will complete meal preparation in a reasonable time period.

2.2.29 With physical prompting, the client will check food for doneness during cooking.

2.2.30 With physical prompting, the client will cook food until done/palatable.

2.2.31 With physical prompting, the client will use proper temperature settings for cooking appliances, according to preparation instructions and food condition.

2.2.32 With physical prompting, the client will follow preparation instructions from food labels and recipes.

2.2.33 With physical prompting, the client will prepare hot dinner foods.

2.2.34 With physical prompting, the client will compare the costs of 5 or more pairs of food items, each pair differing only in brand and price, and will select the less expensive item of each pair, e.g., two brands of cereal.

2.2.35 With physical prompting, the client will make a shopping list of needed foods from a planned menu.

2.2.36 With physical prompting, the client will plan for 21 nutritious meals which reflect his/her special diet requirements.

2.2.37 With verbal/total communication prompting, the client will open:
(a) screw-type lids
(b) pull-tab rings.

2.2.38 With verbal/total communication prompting, the client will open waxed-paper cartons with pour spouts.

2.2.39 With verbal/total communication prompting, the client will open glass bottles with pop-off tops.

2.2.40 With verbal/total communication prompting, the client will dispose of food scraps from dirty dishes appropriately using:
(a) garbage can
(b) garbage disposal.

2.2.41 With verbal/total communication prompting, the client will open food items which are cellophane-wrapped.

2.2.42 With verbal/total communication prompting, the client will open cans with:
(a) pop-and-push tabs
(b) pull-tab rings.

2.2.43 With verbal/total communication prompting, the client will open food packaged in cardboard boxes.

2.2.44 With verbal/total communication prompting, the client will wash both hands with soap and water prior to handling food and/or eating.

2.2.45 With verbal/total communication prompting, the client will use a grocery list derived from his/her meal-planning to shop as follows:
(a) wait for turn in checkout line without disruptions
(b) locate grocery cart
(c) locate checkout counter
(d) wait for correct change if necessary
(e) locate grocery store
(f) pay for items purchased
(g) transport items to home base
(h) locate items on the grocery list.

2.2.46 With verbal/total communication prompting, the client will operate these kitchen appliances in a safe and appropriate manner:
(a) refrigerator
(b) toaster
(c) manually operated can opener
(d) electric stove/burners
(e) electric can opener
(f) coffee pot
(g) electric skillet
(h) toaster oven
(i) crock pot
(j) gas stove/burners
(k) blender
(l) microwave.

2.2.47 With verbal/total communication prompting, the client will wipe up spills.

2.2.48 With verbal/total communication prompting, the client will sanitize dishes and utensils by:
(a) hand washing
(b) automatic dishwasher.

2.2.49 With verbal/total communication prompting, the client will return clean dishes and utensils to their appropriate storage places.

2.2.50 With verbal/total communication prompting, the client will locate necessary utensils and food items prior to and during the cooking process.

2.2.51 With verbal/total communication prompting, the client will prepare cold foods for:
(a) breakfast
(b) lunch.

2.2.52 With verbal/total communication prompting, the client will use these small kitchen utensils in a safe and appropriate manner:
(a) bottle opener
(b) large and small knives
(c) grater
(d) vegetable peeler
(e) egg beater
(f) measuring spoons.

2.2.53 With verbal/total communication prompting, the client will use pot holders when handling hot foods/dishes.

2.2.54 With verbal/total communication prompting, the client will select an appropriate container for a particular cooking task, e.g., baking.

2.2.55 With verbal/total communication prompting, the client will prepare cold dinner foods.

2.2.56 With verbal/total communication prompting, the client will store 25 or more assorted food items in appropriate places to maintain them in healthful condition, or according to the items' storage instructions.

2.2.57 With verbal/total communication prompting, the client will wash fresh produce before cooking/eating.

2.2.58 With verbal/total communication prompting, the client will transfer hot food/liquid from one container to another without physical harm to self.

2.2.59 With verbal/total communication prompting, the client will store opened food containers according to label instructions.

2.2.60 With verbal/total communication prompting, the client will prepare hot foods for:
(a) breakfast
(b) lunch.

2.2.61 With verbal/total communication prompting, the client will locate and dispose of spoiled foods.

2.2.62 With verbal/total communication prompting, the client will store left-over food items in appropriate containers and places.

2.2.63 With verbal/total communication prompting, the client will complete meal preparation in a reasonable time period.

2.2.64 With verbal/total communication prompting, the client will check food for doneness during cooking.

2.2.65 With verbal/total communication prompting, the client will cook foods until done/palatable.

2.2.66 With verbal/total communication prompting, the client will use proper temperatures for cooking appliances according to preparation instructions and food condition.

2.2.67 With verbal/total communication prompting, the client will follow preparation instructions from food labels and recipes.

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.2 Food Management

Level IV

2.2.1. - 2.2.67

2.2.68 With verbal/total communication prompting, the client will prepare hot dinner foods.

2.2.69 With verbal/total communication prompting, the client will compare the costs of 5 or more pairs of food items, each pair differing only in brand and price, and will select the less expensive item of each pair, e.g., two brands of cereal.

2.2.70 With verbal/total communication prompting, the client will make a shopping list of needed foods from a planned menu.

2.2.71 With verbal/total communication prompting, the client will plan menus for 21 nutritious meals which reflect his/her special diet requirements.

2.2.72 The client will independently open:
(a) screw-type lids
(b) pull-tab rings.

2.2.73 The client will independently open waxed-paper cartons with pour spouts.

2.2.74 The client will independently open glass bottles with pop-off tops.

2.2.75 The client will independently dispose of food scraps from dirty dishes in an appropriate manner using:
(a) garbage can
(b) garbage disposal.

2.2.76 The client will independently open food items which are cellophane-wrapped.

2.2.77 The client will independently open a variety of cans with:
(a) pop-and-push tabs
(b) circular pull tabs.

2.2.78 The client will independently open food items packaged in cardboard boxes.

2.2.79 The client will independently wash both hands with soap and water prior to handling food and/or eating.

2.2.80 The client will use a grocery list derived from his/her meal-planning to shop independently as follows:
(a) wait for turn in check-out line without disruptions
(b) locate grocery cart
(c) locate check-out counter
(d) wait for correct change, if necessary

(e) locate grocery store
(f) pay for items purchased
(g) transport items to home base
(h) locate items on grocery list.

2.2.81 The client will independently operate these kitchen appliances in a safe and appropriate manner:
(a) refrigerator
(b) toaster
(c) manually-operated can opener
(d) electric stove/burners
(e) electric can opener
(f) coffee pot
(g) electric skillet
(h) toaster oven
(i) crock pot
(j) gas stove/burners
(k) blender
(l) microwave.

2.2.82 The client will independently wipe up spills.

2.2.83 The client will independently sanitize dishes and utensils by:
(a) hand washing
(b) automatic dishwasher.

2.2.84 The client will independently return clean dishes and utensils to appropriate storage places.

2.2.85 The client will independently locate necessary utensils and food items prior to and during the cooking process.

2.2.86 The client will independently prepare cold foods for:
(a) breakfast
(b) lunch.

2.2.87 The client will independently use these small kitchen appliances in a safe and appropriate manner:
(a) bottle opener
(b) large and small knives
(c) grater
(d) vegetable peeler
(e) egg beater
(f) measuring spoons.

2.2.88 The client will independently use pot holders when handling hot foods/dishes.

2.2.89 The client will independently select appropriate containers for specific cooking tasks, e.g., frying.

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.2 Food Management

2.2.90 The client will independently prepare cold dinner foods.

2.2.91 The client will independently store 25 or more food items in appropriate places to maintain them in a healthful condition or according to the items' storage instructions.

2.2.92 The client will independently wash fresh produce before cooking/eating.

2.2.93 The client will independently transfer hot food/liquid from one container to another without physical harm to self.

2.2.94 The client will independently store opened food containers according to the label instructions.

2.2.95 The client will independently prepare hot foods for:
(a) breakfast
(b) lunch.

2.2.96 The client will independently locate and dispose of spoiled foods.

2.2.97 The client will independently store left-over foods in appropriate containers and places.

2.2.98 The client will independently complete meal preparation in a reasonable time period.

2.2.99 The client will independently check foods for doneness during cooking.

2.2.100 The client will independently cook foods until done/palatable.

2.2.101 The client will independently use proper temperature settings for appliances according to preparation instructions and food conditions.

2.2.102 The client will independently follow preparation instructions from food labels and recipes.

Level V

2.2.1 - 2.2.102

2.2.103 The client will independently prepare hot dinner foods.

2.2.104 The client will compare the costs of 5 or more pairs of food items, each pair differing only in brand and price, and will independently select the less expensive item of each pair, e.g., two brands of cereal.

2.2.105 The client will independently make a shopping list of needed foods from a planned menu.

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.2 Food Management

2.2.106 The client will independently plan menus for 21 nutritious meals which reflect his/her special diet requirements.

Level VI

2.2.1 - 2.2.106

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.3 Clothing Care

Level I

2.3.0

Level II

2.3.1 With physical prompting, the client will differentiate soiled and clean clothing.

2.3.2 With physical prompting, the client will load dryer appropriately.

2.3.3 With physical prompting, the client will load washing machine appropriately.

2.3.4 With physical prompting, the client will store clean clothing appropriately.

2.3.5 With physical prompting, the client will sort soiled clothing appropriately according to color and label instructions.

2.3.6 With physical prompting, the client will use laundry soap in amounts appropriate to load size and wash cycle.

2.3.7 With physical prompting, the client will use the correct change in coin-operated laundry machines.

2.3.8 With physical prompting, the client will use correct amounts of softeners (liquid or sheet).

2.3.9 With physical prompting, the client will select and use wash cycle appropriate to items to be washed.

2.3.10 With physical prompting, the client will maintain the dryer filter so that it is regularly lint-free.

2.3.11 With physical prompting, the client will select and use drying cycle appropriate to fabric and label instructions.

2.3.12 With physical prompting, the client will select clothing which requires line/air drying and arrange those items for wrinkle-free drying according to fabric and label instructions.

Level III

2.3.1 - 2.3.12

2.3.13 With physical prompting, the client will maintain shoes that are relatively clean and in good repair.

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.3 Clothing Care

2.3.14 With physical prompting, the client will hand wash items according to label instructions or as required by the material.

2.3.15 With physical prompting, the client will mend clothes as needed.

2.3.16 With physical prompting, the client will pre-soak items requiring special treatment.

2.3.17 With physical prompting, the client will locate the item he/she desires to purchase when shopping for personal wearing apparel.

2.3.18 With physical prompting, the client will select the proper size when shopping for personal wearing apparel.

2.3.19 With physical prompting, the client will select affordable items when shopping for personal wearing apparel.

2.3.20 With verbal/total communication prompting, the client will differentiate between soiled and clean clothing.

2.3.21 With verbal/total communication prompting, the client will load dryer appropriately.

2.3.22 With verbal/total communication prompting, the client will load washing machine appropriately.

2.3.23 With verbal/total communication prompting, the client will store clean clothing appropriately.

2.3.24 With verbal/total communication prompting, the client will sort soiled clothing appropriately according to color and label instructions.

2.3.25 With verbal/total communication prompting, the client will use laundry soap in amounts appropriate to load size and wash cycle.

2.3.26 With verbal/total communication prompting, the client will maintain shoes that are relatively clean and in good repair.

2.3.27 With verbal/total communication prompting, the client will use correct change in coin-operated laundry machines.

2.3.28 With verbal/total communication prompting, the client will hand wash items according to label instructions or as required by the material.

2.3.29 With verbal/total communication prompting, the client will use correct amounts of softener (liquid or sheets).

2.3.30 With verbal/total communication prompting, the client will select and use wash cycles appropriate to the items to be washed.

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.3 Clothing Care

2.3.31 With verbal/total communication prompting, the client will maintain dryer filter so that it is regularly lint-free.

2.3.32 With verbal/total communication prompting, the client will select and use drying cycle appropriate to fabric and label instructions.

2.3.33 With verbal/total communication prompting, the client will select clothing which requires line/air drying and arrange those items for wrinkle-free drying according to fabric and label directions.

2.3.34 With verbal/total communication prompting, the client will mend clothes as needed.

2.3.35 With verbal/total communication prompting, the client will pre-soak items requiring special treatment.

2.3.36 With verbal/total communication prompting, the client will locate the items he/she desires to purchase when shopping for personal wearing apparel.

2.3.37 With verbal/total communication prompting, the client will select the proper size when shopping for personal wearing apparel.

2.3.38 With verbal/total communication prompting, the client will select affordable items when shopping for personal wearing apparel.

Level IV

2.3.1 - 2.3.38

2.3.39 The client will independently differentiate between soiled and clean clothing.

2.3.40 The client will independently load dryer appropriately.

2.3.41 The client will independently load washer appropriately.

2.3.42 The client will independently store clean clothing appropriately.

2.3.43 The client will independently sort soiled clothing according to color and label instructions.

2.3.44 The client will independently use laundry soap in amounts appropriate to load size and wash cycle.

2.3.45 The client will independently maintain shoes that are relatively clean and in good repair.

2.3.46 The client will independently use correct change with coin-operated laundry machines.

2.3.47 The client will independently hand wash items according to label instructions or as required by the material.

2.3.48 The client will independently use correct amounts of softeners (liquids or sheets).

2.3.49 The client will independently select and use wash cycles appropriate to items to be washed.

2.3.50 The client will independently maintain dryer filters such that it is regularly lint-free.

2.3.51 The client will independently select and use drying cycle appropriate to fabric and label instructions.

2.3.52 The client will independently select clothing which requires line/air drying and arrange those items for wrinkle-free drying according to fabric and label instructions.

2.3.53 The client will independently mend clothing as needed.

2.3.54 The client will independently pre-soak items regarding special treatment.

Level V

2.3.1 - 2.3.54

Level VI

2.3.1 - 2.3.54

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.4 Ironing

Level I

2.4.0

Level II

2.4.1 With physical prompting, the client will plug an iron into an electrical outlet.

2.4.2 With physical prompting, the client will unplug iron when finished.

2.4.3 With physical prompting, the client will store ironing equipment in a safe place.

2.4.4 With physical prompting, the client will use an appropriate surface for ironing.

Level III

2.4.1 - 2.4.4

2.4.5 With physical prompting, the client will select appropriate items in need of ironing.

2.4.6 With physical prompting, the client will properly iron each article of clothing.

2.4.7 With physical prompting, the client will use starch/mist correctly, if needed.

2.4.8 With physical prompting, the client will select the appropriate temperature setting for each item according to fabric and label instructions.

2.4.9 With verbal/total communication prompting, the client will plug an iron into an electrical outlet.

2.4.10 With verbal/total communication prompting, the client will unplug the iron when finished.

2.4.11 With verbal/total communication prompting, the client will store ironing equipment in a safe place.

2.4.12 With verbal/total communication prompting, the client will use an appropriate surface for ironing.

2.4.13 With verbal/total communication prompting, the client will select appropriate items in need of ironing.

2.4.14 With verbal/total communication prompting, the client will properly iron each article of clothing.

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.4 Ironing

2.4.15 With verbal total communication promoting, the client will use starch/mist correctly, if needed.

Level IV

2.4.1 - 2.4.15

2.4.16 The client will independently plug an iron into an electrical outlet.

2.4.17 The client will independently unplug the iron when finished.

2.4.18 The client will independently store ironing equipment in a safe place.

2.4.19 The client will independently use an appropriate surface for ironing.

2.4.20 The client will independently select appropriate items in need of ironing.

2.4.21 The client will independently iron each article of clothing properly.

2.4.22 The client will independently use starch/mist correctly, if needed.

Level V

2.4.1 - 2.4.22

2.4.23 The client will independently select the appropriate temperature setting for each item according to fabric and label instruction.

Level VI

2.4.1 - 2.4.23

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.5 Household Management

Level I

2.5.0

Level II

2.5.0

Level III

2.5.1 The client will describe a safe and effective plan of action to be taken upon awakening during a housefire.

2.5.2 The client will name protective equipment to use when handling hot dishes/items.

2.5.3 The client will describe the possible consequences of leaving an iron on and unmonitored.

2.5.4 The client will describe a safe and effective plan of action to be taken upon remembering that an iron was left on and unmonitored at home.

Level III

2.5.1 - 2.5.4

2.5.5 The client will describe possible methods of obtaining furnishings/furniture for an apartment.

2.5.6 The client will describe safe, practical solutions for the problem of a clogged sink drain.

2.5.7 The client will describe practical solutions to the problem of maintaining a clean house during personal illness.

2.5.8 The client will describe a safe and effective plan of action to be taken in the event of flooding from a broken water pipe.

2.5.9 The client will describe a safe and effective plan of action to be taken in the event of a break-in during the night at his/her home.

2.5.10 The client will describe an appropriate plan of action to be taken for handling nuisances created by neighborhood dog(s).

2.5.11 The client will describe the possible consequences of failure to pay utility bills.

2.5.12 The client will describe safe, child-proof methods for storage of hazardous household materials.

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.5 Household Management

2.5.13 The client will describe a safe and effective plan of action to be taken in the event of a small appliance fire.

2.5.14 The client will describe safety precautions to be observed prior to use of pesticides in the kitchen.

2.5.15 The client will describe a safe and effective plan of action in the event of entrapment on the second floor during a fire.

2.5.16 The client will name the weekly/monthly fee due to a landlord for leased housing, i.e., "rent".

2.5.17 The client will define/describe the term "landlord".

2.5.18 The client will describe a safe and effective plan of action upon discovering a gas leak prior to entering the building.

2.5.19 The client will name/describe appropriate home warning systems for fire protection.

2.5.20 The client will describe how to locate alternative housing.

2.5.21 The client will describe appropriate energy conservation steps to reduce home utility bills.

2.5.22 The client will describe a safe and effective plan of action to be taken in the event of electrical problems in the home.

2.5.23 The client will describe/name protective equipment to use at home when handling strong chemicals.

2.5.24 The client will describe the possible consequences of mixing certain household cleaners, e.g., bleach and ammonia.

Level V

2.5.1 - 2.5.24

2.5.25 The client will describe the possible consequences of failure to keep the grass at his/her home reasonably mowed.

Level VI

2.5.1 - 2.5.25

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.6 Marriage

Level I

2.6.0

Level II

2.6.0

Level III

2.6.1 The client will name/describe the cause of pregnancy.

Level IV

2.6.1

2.6.2 The client will describe appropriate plan of action for making remarriage decisions when unhappy in first marriage situation.

2.6.3 The client will describe appropriate sources of assistance in the event of threats of abuse from a spouse.

2.6.4 The client will describe appropriate alternatives to handling difficult marital problems.

2.6.5 The client will describe appropriate sources of safe refuge from spouse abuse.

2.6.6 The client will name/describe appropriate site(s) to obtain a marriage license.

2.6.7 The client will describe an appropriate method of initiating divorce proceedings.

2.6.8 The client will describe the legal requirements for marriage in his/her state of residence.

Level V

2.6.1 - 2.6.8

2.6.9 The client will describe appropriate sources of premarital counseling.

2.6.10 The client will describe appropriate sources of marriage counseling.

2.6.11 The client will describe possible consequences of non-payment of child support.

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.6 Marriage

2.6.12 The client will describe/name the decision-maker(s) in a child custody dispute after divorce.

2.6.13 The client will acknowledge/describe shared legal responsibilities for financial debts between spouses.

2.6.14 The client will describe the credit rating of each spouse after divorce when all previous credit has been established in one partner's name.

2.6.15 The client will name the decision-maker(s) in a divorce property settlement.

2.6.16 The client will describe some of the "promises" implied by a marriage contract between two persons.

Level VI

2.6.1 - 2.6.16

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.7 Child Care

Level I

2.7.0

Level II

2.7.0

Level III

Level IV

2.7.1 The client will describe appropriate measures for tooth decay prevention for children.

2.7.2 The client will describe an acceptable frequency for bathing a baby.

2.7.3 The client will describe possible consequences of drug/alcohol abuse for a pregnant woman.

2.7.4 The client will describe a safe and effective course action to be taken upon finding head lice on his/her child.

Level V

2.7.1 - 2.7.4

2.7.5 The client will describe the immediate appropriate action(s) to be taken upon witnessing child abuse by their spouse.

2.7.6 The client will describe the immediate appropriate action(s) to be taken upon discovery of a child's accidental poisoning.

2.7.7 The client will describe safe, child-proof storage sites for hazardous household supplies.

2.7.8 The client will describe an effective plan of action to be taken upon discovering that his/her child has run away from home.

2.7.9 The client will describe possible consequences of child neglect.

2.7.10 The client will describe/acknowledge his/her financial responsibilities for property damage(s) caused by his/her child.

2.7.11 The client will describe safe and appropriate arrangements for child care during brief parental absences.

2.7.12 The client will describe possible consequences of reported child abuse.

AREA: 2.0 FAMILY RESPONSIBILITY UNIT: 2.7 Child Care

2.7.13 The client will describe/acknowledge the limitations which compulsory education laws place on education of children in the home.

2.7.14 The client will acknowledge the importance of immunizations as preventive medicine for children.

2.7.15 The client will describe appropriate information to be given to a babysitter for emergency use during the parent's absence.

2.7.16 The client will describe effective preventive measures for diaper rash(es).

2.7.17 The client will describe appropriate sources of help with child discipline problems.

2.7.18 The client will describe appropriate initial action(s) to be taken if a parent suspects that his/her child is delayed in reaching developmental milestones.

2.7.19 The client will describe appropriate activities to foster social development in his/her children.

Level VI

2.7.1 - 2.7.19

NATIONAL INEPENDENT LIVING SKILLS CURRICULUM GUIDE
OBJECTIVES

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.1 Money Identification

Level I

3.1.0

Level II

3.1.1 The client will identify/name the following coins:
  a. penny
  b. nickel

Level III

3.1.1

3.1.2 The client will identify/name the following coins:
  a. dime
  b. quarter
  c. half-dollar

3.1.3 The client will identify/name the following bills.
  a. one dollar
  b. five dollar
  c. ten dollar
  d. twenty dollar
  e. fifty dollar

3.1.4 The client will identify/name the correct value of the following coins:
  a. penny = 1¢
  b. nickel = 5¢
  c. dime = 10¢
  d. quarter = 25¢
  e. half-dollar = 50¢
  f. dollar = $1.00

3.1.5 The client will identify/name the correct value of the following bills:
  a. one dollar bill = $1.00
  b. five dollar bill = $5.00
  c. ten dollar bill = $10.00
  d. twenty dollar bill = $20.00
  e. fifty dollar bill = $50.00

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.1. Money Identification

Level IV

3.1.1 - 3.1.5

Level V

3.1.1 - 3.1.5

Level VI

3.1.1 - 3.1.5

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.2 Money Values

Level I

3.2.0

Level II

3.2.0

Level III

3.2.1 The client will correctly count a group of coins to equal/match three different values in each of the following categories:
- a. 10¢ and under
- b. 25¢ and under
- c. 50¢ and under
- d. $1.00 and under.

3.2.2 The client will compare the relative costs of two items by correctly naming the more expensive item.

3.2.3 The client will correctly add each of the following groups of coins to equal one dollar:
- a. 4 quarters
- b. 10 dimes
- c. 20 nickels
- d. 100 pennies.

3.2.4 The client will identify the correct equivalent value of all coin groups when given three different combinations of coins in each of the following categories:
- a. 10¢ and less (e.g., 8¢, 5¢, 10¢)
- b. 25¢ and less
- c. 50¢ and less.

3.2.5 The client will identify the correct equivalent value of all groups of bills when given three different combinations of bills in each of the following categories:
- a. $5.00 and less (e.g., $2.00, $3.00, $5.00)
- b. $10.00 and less
- c. $25.00 and less.

3.2.6 The client will correctly combine coins and bills to equal three different values in each of the following categories:
- a. $5.00 and less (e.g., $1.00, $3.75, $4.68)
- b. $10.00 and less.

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.2 Money Values

3.2.7 The client will identify the correct equivalent value of all coin groups when given three different groups of coin combinations equal to $1.00, (e.g., 65¢, 87¢, 94¢).

3.2.8 The client will identify the correct equivalent value of all groups of bills when given three different combinations of bills in each of the following categories:
a. $50.00 and less (e.g., $37.00, $48.00, $50.00)
b. $75.00 and less
c. $100.00 and less.

3.2.9 The client will correctly combine coins and bills to equal three different values in each of the following categories:
a. $25.00 and less (e.g., $15.75, $19.48, $22.93)
b. $50.00 and less.

Level V

3.2.1 - 3.2.9

Level VI

3.2.1 - 3.2.9

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.3 Making Change

Level I

3.3.0

Level II

3.3.0

Level III

3.3.1 The client will count the correct amount of change in three situations requiring change-making in the following categories:
a. 10¢ and less (e.g., 5¢ - 3¢, 10¢ - 5¢, 10¢ - 2¢)
b. 25¢ and less
c. 50¢ and less
d. $1.00 and less

Level IV

3.3.1

3.3.2 The client wil count the correct amount of change in three situations requiring making change in the following categories:
a. $5.00 and less (e.g., $4.50 - 3.25, $3.00 - 1.67, $5.00 - 4.42)
b. $10.00 and less
c. $20.00 and less
d. $50.00 and less

Level V

3.3.1 -3.3.2

3.3.3 The client will count the correct amount of change in three situations requiring making change for more than $50.00, e.g., $65.00 - $52.16, $80.00 - $53.75, $100.00 - $87.43).

Level VI

3.3.1 - 3.3.3

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.4 Checking

Level I

3.4.0

Level II

3.4.0

Level III

3.4.1 The client will maintain a personal checking account with physical prompting.

3.4.2 The client will state/explain the purpose of a check.

3.4.3 The client will state where to obtain checks.

3.4.4 Given sufficient information, the client will correctly complete a blank check with physical prompting.

Level IV

3.4.1 - 3.4.4

3.4.5. The client will maintain a personal checking account with verbal/total communication prompting.

3.4.6 Given sufficient information, the client will correctly complete a blank check with verbal/total communication prompting.

3.4.7 Given checks, deposits slips and a check register with a previous balance, the client will record transactions and calculate the new balance with physical prompting.

3.4.8 Given a monthly statement and records of deposits and withdrawals, the client will balance the account with physical prompting.

3.4.9 The client will correctly list/describe the steps required to cash a paycheck.

3.4.10 The client will correctly describe how a check is exchanged for money from the bank by a store.

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.4 Checking

3.4.11 The client will describe how to deposit money in a personal checking account.

3.4.12 The client will state/describe the bank's method of handling an overdrawn account.

Level V

3.4.1 - 3.4.12

3.4.13 The client will independently maintain a personal checking account.

3.4.14 Given sufficient information, the client will correctly complete a blank check independently.

3.4.15 Given checks, deposit slips and a check register with a previous balance, the client will record transactions and calculate the new balance with verbal/total communication prompting.

3.4.16 Given a monthly statement and records of deposits and withdrawals, the client will balance the account with verbal/total communication prompting.

Level VI

3.4.1 - 3.4.16

3.4.17 Given checks, deposit slips and a check register with a previous balance, the client will correctly record transactions and calculate the new balance independently.

3.4.18 Given a monthly statement and records of deposits and withdrawals, the client will balance checking account independently.

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.5 Savings

Level I

3.5.0

Level II

3.5.0

Level III

3.5.1 The client will maintain a personal savings account with physical prompting.

Level IV

3.5.1

3.5.2 The client will maintain a personal savings account with verbal/total communication prompting.

3.5.3 Given a passbook, dated deposits and records of withdrawals, the client will balance the savings account with physical prompting.

3.5.4 Given a passbook, dated deposits and records of withdrawals, the client will balance the savings account with verbal/total communication prompting.

3.5.5 The client will correctly name/describe places to establish a savings account.

3.5.6 The client will describe/explain the purpose of a saving account.

3.5.7 The client will describe/explain the purpose of a savings passbook.

3.5.8 The client will describe how to deposit money in a personal savings account.

3.5.9 The client will describe how to withdraw money from a personal savings account.

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.5 Savings

Level V

3.5.1 - 3.5.9

3.5.10 The client will describe/define "interest" for checking or savings accounts.

3.5.11 The client will independently maintain a personal savings account.

3.5.12 Given a passbook with deposits and withdrawal records, the client will independently balance savings account.

3.5.13 The client will describe the procedure of interest rate comparison to be used in shopping for checking/savings account.

Level VI

3.5.1 - 3.5.3

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.6 Shopping

Level I

3.6.0

Level II

3.6.0

Level III

3.6.1 The client will shop for personal items with physical prompting.

3.6.2 The client will shop for personal clothing with physical prompting.

3.6.3 Placed in a situation requiring the purchase of an item in a store, the client will:
- a. locate the item
- b. locate the cashier
- c. wait to receive change.

Level IV

3.6.1 - 3.6.3

3.6.4 The client will shop for personal items with verbal/total communication prompting.

3.6.5 The client will shop for personal clothing with verbal/total communication.

3.6.6 Placed in a situation requiring the purchase of an item in a store, the client will:
- a. give cashier an appropriate amount of money
- b. determine if the returned change is correct.

3.6.7 The client will choose the less expensive item after cost comparison:
- a. 79¢ vs. 65¢
- b. 1 for 13¢ vs. 2 for 25¢

3.6.8 The client will describe how to exchange or return a clothing gift that does not fit properly.

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.6 Shopping

3.6.9 The client will correctly define/explain the term "All Sales Are Final".

3.6.10 The client will describe/identify places which accept coupons.

3.6.11 The client will describe/define a coupon.

3.6.12 The client will describe/define the purpose of a coupon.

Level V

3.6.13 The client will shop for personal items independently.

3.6.14 The client will shop for personal clothing independently.

3.6.15 The client will choose the less expensive item after cost comparison of two identical items with different discounts, e.g., "50% off" vs. "30% off".

3.6.16 The client will state the value of a coupon with an expiration date which has elapsed.

Level VI

3.6.1 - 3.6.16

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.7 Budgeting and Bills

Level I

3.7.0

Level II

3.7.0

Level III

3.7.0

Level IV

3.7.1 The client will budget money on a weekly basis with physical prompting.

3.7.2 The client will budget money on a monthly basis with physical prompting.

3.7.3 The client will budget money on a weekly basis with verbal/total communication prompting.

3.7.4 The client will pay monthly personal bills with physical prompting.

3.7.5 The client will pay monthly personal bills with verbal/total communication prompting.

3.7.6 The client will describe/define "bill".

3.7.7 The client will correctly state the amount due on a sample bill.

3.7.8 The client will describe the possible consequences of non-payment of bills.

3.7.9 The client will correctly state the date payment is due on a sample bill.

3.7.10 The client will correctly identify the account number on a sample bill.

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.7 Budgeting and Bills

Level V

3.7.1 - 3.7.10

3.7.11 The client will budget money on a monthly basis with verbal/total commuication prompting.

3.7.12 The client will independently budget money on a weekly basis.

3.7.13 The client will independently pay monthly personal bills.

3.7.14 The client will describe appropriate steps to be taken if he/she is unable to pay a bill.

Level VI

3.7.1 - 3.7.14

3.7.15 The client will independently budget money on a monthly basis.

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.8 Credit

Level I

3.8.0

Level II

3.8.0

Level III

3.8.0

Level IV

3.8.1 The client will complete a sample credit card application with physical prompting.

3.8.2 The client will describe what to do upon finding another's credit card.

3.8.3 The client will describe/define "credit".

3.8.4 The client will state the term for the financial charge on borrowed money.

Level V

3.8.1 - 3.8.4

3.8.5 The client will complete a sample credit card application with verbal/total communication prompting.

3.8.6 The client will describe how a credit card is used.

3.8.7 The client will identify/name the person(s) allowed to use a sample credit card.

3.8.8 The client will identify/name the person(s) responsible for payment of charges on a borrowed credit card.

3.8.9 The client will describe the process for obtaining a credit card.

3.8.10 The client will describe an appropriate procedure for handling a lost credit card.

3.8.11 The client will describe the possible consequences of over extending credit card limits.

3.8.12 The client will describe an appropriate procedure for handling card billing errors.

3.8.13 The client will describe an appropriate procedure for handling an inability to pay a credit card bill.

3.8.14 The client will define the term "finance charge" as it relates to credit card billing.

3.8.15 The client will describe reasons for using credit.

3.8.16 The client will define the term "layaway plan".

3.8.17 The client will describe advantages of credit usage.

3.8.18 The client will describe disadvantages of credit usage.

Level VI

3.8.1 - 3.8.18

3.8.19 The client will independently complete a sample credit card application.

3.8.20 The client will compare the cost of an item purchased with cash to the cost of that same item purchased on credit and will select the least expensive purchase arrangement.

3.8.21 The client will compare the interest charges on two identical loans with different interest rates and different time periods and will select the least expensive loan terms.

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.9 Paychecks

Level I

3.9.0

Level II

3.9.0

Level III

3.9.1 The client will state/define the purpose of a paycheck.

Level IV

3.9.1

Level V

3.9.1

3.9.2 The client will define the term "net pay".

3.9.3 The client will define the term "gross pay".

3.9.4 The client will define a W-2 tax form.

Level VI

3.9.1 - 3.9.4

3.9.5 The client will list/describe possible deductions from a worker's paycheck.

3.9.6 The client will define/describe the purpose of a W-2 tax form.

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.10 Taxes

Level I

3.10.0

Level II

3.10.0

Level III

3 .10.0

Level IV

3.10.1 The client will describe an appropriate method of responding to a request from the IRS for further payment on taxes.

Level V

3.10.1

3.10.2 The client will define the term "tax".

3.10.3 The client will state/describe those who must pay taxes.

3.10.4 The client will explain/describe the purpose of taxes.

3.10.5 The client will define/describe the purpose of a federal income tax form.

3.10.6 The client will state/describe possible resources of assistance in completing income tax forms.

3.10.7 The client will state/describe the possible consequences of non-payment of income tax, e.g., refusal to pay.

3.10.8 The client will describe the possible consequences of non-payment of money owed to the IRS for taxes, e.g. over-due tases.

AREA: MONEY MANAGEMENT UNIT: 3.10 Taxes

Level VI

3.10.1 - 3.10.8

3.10.9 The client will state the legally required frequency for filing federal income taxes.

3.10.10 The client will state the legally required time period for saving federal income tax records.

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.11 Insurance

Level I

3.11.0

Level II

3.11.0

Level III

3.11.0

Level IV

3.11.1

3.11.1 The client will define the term "insurance".

Level V

3.11.1

3.11.2 The client will state/list possible sources for purchasing insurance.

3.11.3 The client will define the term "insurance policy".

3.11.4 The client will describe the possible consequences of non-payment on an insurance policy.

3.11.5 The client will name/describe the type of insurance coverage that provides assistance with payment of surgical expenses.

3.11.6 The client will name/describe the type of insurance coverage that provides assistance with recovery of loss due to fire.

3.11.7 The client will name/describe the type of insurance coverage that will provide financial assistance to family members after the policy-holder's death.

AREA: 3.0 MONEY MANAGEMENT UNIT: 3.11 Insurance

Level VI

3.11.1 - 3.11.7

3.11.8 The client will define the term "insurance beneficiary".

3.11.9 The client will define the term "insurance premium".

3.11.10 The client will define/describe the term "deductible insurance policy".

3.11.11 The client will define the term "cash value" as related to insurance.

3.11.12 The client will describe possible benefits of burial insurance.

3.11.13 The client will state possible payment periods on automobile insurance.

3.11.14 The client will name/describe the type of insurance coverage which provides assistance with recovery from damages to property in a two-car accident.

3.11.15 The client will name/describe the type of insurance coverage which provides assistance with recovery from damages to property in a one-car accident.

3.11.16 The client will name/describe the type of insurance coverage that provides assistance with recovery from loss due to theft.

AREA: 4.0 COMMUNITY AWARENESS UNIT: 4.2 Community/Information Signs

Level I

4.2.0

Level II

4.2.0

Level III

4.2.1 The client will identify and describe the purpose of the following signs and services within the community:

(a) fire truck
(b) bus
(c) police car
(d) plane
(e) ambulance
(f) post office
(g) bus stop
(h) drug store
(i) airport
(j) library
(k) taxi/cab
(l) tickets
(m) train station

4.2 2 The client will identify and describe the purpose of the following public information signs within the community:

(a) restroom
(b) telephone
(c) men/gentlemen
(d) women/ladies
(e) off
(f) on
(g) out
(h) in
(i) hot
(j) open
(k) closed
(l) down
(m) cold
(n) up
(o) pull
(p) push
(q) office
(r) left
(s) right
(t) full
(u) open slowly
(v) no parking
(w) front
(x) private
(y) no pets
(z) quiet hospital zone
(aa) employees only
(bb) handicapped parking
(cc) rear

Level IV

4.2.1 - 4.2.2

4.2.3 The client will identify and describe the purpose of the following public information signs within the community:

(a) hospital
(b) fires station
(c) police station
(d) parking

AREA: 4.0 COMMUNITY AWARENESS UNIT: 4.2 Community/Information Signs

Level I

4.2.0

Level II

4.2.0

Level III

4.2.1 The client will identify and describe the purpose of the following signs and services within the community:

(a) fire truck
(b) bus
(c) police car
(d) plane
(e) ambulance
(f) post office
(g) bus stop
(h) drug store
(i) airport
(j) library
(k) taxi/cab
(l) tickets
(m) train station

4.2.2 The client will identify and describe the purpose of the following public information signs within the community:

(a) restroom
(b) telephone
(c) men/gentlemen
(d) women/ladies
(e) off
(f) on
(g) out
(h) in
(i) hot
(j) open
(k) closed
(l) down
(m) cold
(n) up
(o) pull
(p) push
(q) office
(r) left
(s) right
(t) full
(u) open slowly
(v) no parking
(w) front
(x) private
(y) no pets
(z) quiet hospital zone
(aa) employees only
(bb) handicapped parking
(cc) rear

Level IV

4.2.1 - 4.2.2

4.2.3 The client will identify and describe the purpose of the following public information signs within the community:

(a) hospital
(b) fires station
(c) police station
(d) parking

AREA: 4.0 COMMUNITY AWARENESS UNIT: 4.2 Community/Information Signs

- (e) luggage/baggage
- (f) gate (airline)
- (g) travel agency
- (h) boarding pass

4.2.4 The client will identify and describe the purpose of the following public information signs within the community:

- (a) enter
- (b) empty
- (c) no children allowed
- (d) information
- (e) do not litter
- (f) private property
- (g) no admittance
- (h) fine for littering
- (i) no dumping
- (j) fire lane
- (k) no loitering
- (l) no soliciting

Level V

4.2.1 - 4.2.4

4.2.5 The client will identify and describe the purpose of the sign/service for "Arrival/Departure Schedules" with the community:

4.2.6 The client will identify and describe the purpose of the sign for "Customs" within the community.

Level VI

4.2.1 - 4.2.6

AREA: 4.0 COMMUNITY AWARENESS UNIT: 4.3 General Information

Level I

4.3.0

Level II

4.3.0

Level III

4.3.1 The client will describe places where nurses are commonly employed.

4.3.2 The client will correctly state his/her address.

4.3.3 The client will describe appropriate place(s) to purchase one week's supply of groceries for his/her family.

4.3.4 The client will acknowledge that payment is generally required for transportation, e.g., bus, taxi, train.

4.3.5 The client will describe a safe appropriate course of action upon discovering a kitchen fire in his/her home.

4.3.6 The client will describe an appropralte course of action upon sighting a fire in a neighbor's house.

4.3.7 The client will state correctly his/her telephone/TDD number.

4.3.8 The client will describe/name appropriate course of action upon finding someone's wallet.

4.3.9 The client will describe/name appropriate sources from which to borrow books.

4.3.10 The client will describe an appropriate method of locating the phone number for local police.

4.3.11 The client will state the current cost of a postage stamp.

4.3.12 The client will define the purpose of a Social Security number.

Level IV

4.3.1 - 4.3.12

4.3.13 The client will describe appropriate places to purchase postage stamps.

4.3.14 The client will describe an appropriate course of action to be taken when he/she suspects that his her car has been stolen.

AREA: 4.0 COMMUNITY AWARENESS UNIT: 4.3 General Information

4.3.15 The client will describe an appropriate course of action upon witnessing an injury to a child from an accidental fall.

4.3.16 The client will list/describe appropriate places to purchase a garbage can.

4.3.17 The client will describe and appropriate course of action upon witnessing an accidental fall that results in unconsciousness and injury to another person.

4.3.18 The client will describe a safe and effective course of action to be taken finding signs of break-in at his/her home.

4.3.19 The client will describe an appropriate course of action for getting a prescription filled.

4.3.20 The client will describe an appropriate method of sending a package to another state.

4.3.21 The client will describe an appropriate course of action upon witnessing a shoplifting theft.

4.3.22 The client will describe an appropriate course of action upon discovering the accidental poisoning of a child.

4.3.23 The client will describe an appropriate means of obtaining directions when lost.

4.3.24 The client will describe appropriate, inexpensive transportation choices for taking a sick family member to doctor's office.

4.3.25 The client will describe appropriate transportation alternatives when he/she does not have a car.

4.3.26 The client will describe an appropriate means of obtaining information about bus routes and schedules.

4.3.27 The client will describe an appropriate course of action to be taken when discovering an extended power outage at his/her home.

4.3.28 The client will describe appropriate methods/sources for learning a recreational sport, e.g., tennis.

4.3.29 The client will describe appropriate methods/sources of help when experiencing signs of depression/excessive anxiety/excessive fears.

4.3.30 The client will describe appropriate sources of information about community churches.

4.3.31 The client will describe appropriate sources of help in finding a job.

4.3.32 The client wil describe appropriate sources of help when unemployed and in need of a food.

4.3.33 The client will describe appropriate sources of information about exercise classes/programs in his/her community.

4.3.34 The client will describe appropriate sources of information for locating housing in his/her community.

4.3.35 The client will describe appropriate sources of assistance with inexpensive day care for a working parent.

4.3.36 The client will describe appropriate sources of information about community clubs.

4.3.37 The client will describe appropriate sources of information about training for new job skills.

4.3.38 The client will describe appropriate sources of assistance in obtaining birth control.

Level V

4.3.1 - 4.3.38

4.3.39 The client will describe appropriate place(s) to obtain air for car tires.

4.3.40 The client will describe appropriate place(s) to establish checking/savings account(s).

4.3.41 The client will describe an appropriate course of action for locating a lost child in a public place.

4.3.42 The client will describe a safe and effective course of action to be taken when discovering a gas leak in his/her home.

4.3.43 The client will describe an appropriate course of action to be taken to establish telephone/TDD service to his/her home.

4.3.44 The client will describe appropriate sources of information about features and schedules of community movie theatres.

4.3.45 The client will describe appropriate means of learning sign language in his/her community.

4.3.46 The client will describe appropriate sources of automobile financing.

4.3.47 The client will describe appropriate child care arrangements during the parent's working hours.

AREA: 4.0 COMMUNITY AWARENESS UNIT: 4.3 General Information

4.3.48 The client will describe appropriate sources of financial assistance for medical expenses.

4.3.49 The client will describe appropriate sources of prenatal care/education in his/her community.

4.3.50 The client will describe an appropriate course of action for making an emergency call to a person whose telephone line is "busy".

4.3.51 The client will describe the purpose of a Social Security number.

4.3.52 The client will describe appropriate sources of inexpensive immunizations for pre-school children.

4.3.53 The client will describe appropriate sources of financial assistance during period(s) of temporary unemployment due to illness/injury.

4.3.54 The client will describe an appropriate course of action for obtaining help/settlement on a legitimate consumer complaint.

4.3.55 The client will describe an appropriate course of action to reserve seating on a commercial airlines flight.

4.3.56 The client will describe appropriate source(s) of financial assistance with food and housing expenses during period(s) of unemployment.

4.3.57 The client will define the terms "Medicaid" and "Medicare".

4.3.58 The client will describe appropriate sources of financial assistance with the medical expenses of a handicapped child.

4.3.59 The client will describe an appropriate course of action to locate interpretor/reader services.

Level VI

4.3.1 - 4.3.59

4.3.60 The client will describe appropriate place(s) to apply for Medicaid/Medicare assistance.

4.3.61 The client will describe appropriate places to apply for low-rent housing.

4.3.62 The client will describe appropriate sources of information about Civil Service jobs with the federal government.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE

LEGAL AWARENESS

AREA: 5.0 LEGAL AWARENESS UNIT: 5.1 Basic Laws

Level I

5.1.0

Level II

5.1.0

Level III

5.1.1 The client will describe two or more reasons for police services in any community.

5.1.2 The client will describe an appropriate response to being stopped by the police.

5.1.3 The client will describe the legal consequences of selling illegal substances, e.g., marijuana.

5.1.4 The client will describe the legal consequences of possession of illegal substances, e.g., marijuana.

5.1.5 The client will describe a safe, appropriate course of action to be taken when being followed by a stranger.

5.1.6 The client will explain the purpose of laws for any society.

5.1.7 The client will state the legal age for alcohol consumption in his/her state of residence.

Level IV

5.1.1 - 5.1.7

5.1.8 The client will describe the possible consequences of being stopped by the police for a speeding violation.

5.1.9 The client will describe the possible consequences of being stopped by the police for driving while intoxicated.

5.1.10 The client will describe the possible consequences of being stopped by the police for littering.

5.1.11 The cleint will state the legal driving age requirement in his/her state of residence.

5.1.12 The client will state the legal "age of majority" in his/her state.

AREA: 5.0 LEGAL AWARENESS

UNIT: 5.1. Basic Laws

Level V

5.1.1 - 5.1.12

Level VI

5.1.1 - 5.1.12

AREA: 5.0 LEGAL AWARENESS UNIT: 5.2 Legal System

Level I

5.2.0

Level II

5.2.0

Level III

5.2.1 The client will name the place where a criminal/suspect is first taken by police upon arrest.

Level IV

5.2.1

5.2.2 The client will define the term "lawyer".

5.2.3 The client will describe situations which might require the services of a lawyer.

Level V

5.2.1 - 5.2.3

5.2.4 The client will acknowledge his/her legal and moral responsibilities to avoid buying stolen goods.

5.2.5 The client will name the decision-maker(s) in a criminal court case.

5.2.6 The client will describe appropriate sources of assistance in locating the services or a lawyer.

5.2.7 The client will acknowledge his/her financial responsibility to any lawyer who represents him/her in a divorce case.

5.2.8 The client will describe appropriate methods of getting pre-trial release if jailed on criminal charges.

5.2.9 The client will describe the possible legal consequences of disobeying a subpoena/summons.

5.2.10 The client will describe appropriate sources of legal aid.

AREA: 5.0 LEGAL AWARENESS UNIT: 5.2 Legal System

Level VI

5.2.1 - 5.2.10

5.2.11 The client will acknowledge his/her right to press charges/file suit against any individual who assaults him/her.

5.2.12 The client will describe an appropriate course of action when called/summoned for jury duty.

5.2.13 The client will define the term "legal confession".

5.2.14 The client will acknowledge his/her right to refuse to sign a confession without prior legal advice.

5.2.15 The client will define the term "plea-bargaining".

AREA: 5.0 LEGAL AWARENESS UNIT: 5.3 Basic Rights

Level I

5.3.0

Level II

5.3.0

Level III

5.3.1 With physical prompting, the client will complete a sample voter registration form.

Level IV

5.3.1 - 5.3.2

5.3.3 The client will describe the legal age for voting in his/her state of residence.

5.3.4 The client will describe how to help elect a favored candidate to office.

5.3.5 The client will acknowledge the fact that another person cannot vote in his/her place.

5.3.6 The client will state the legal prerequisite(s) to voting.

5.3.7 The client will describe sites for voter registration in his/her community.

5.3.8 The client will acknowledge his/her financial responsibility for uninsured property when it is stolen before it is paid for.

5.3.9 The client will describe appropriate sources of assistance when learning to operate a voting machine.

5.3.10 The client will describe sources of information about political candidates for public office.

5.3.11 The client will describe sources of assistance in locating interpretor services for a court case.

Level V

5.3.1 - 5.3.11

Level VI

[illegible] - 5.3.11

[illegible]12 The client will describe/explain the importance of voting.

5.3.13 The client will describe an appropriate course of action after a personal experience of police harassment.

AREA: 5.0 LEGAL AWARENESS UNIT: 5.3 Basic Rights

5.3.14 The client will describe possible site(s) for absentee ballot application in his/her community.

5.3.15 The client will acknowledge the financial responsibility of the local education agency for providing public education for a handicapped child.

5.3.16 The client will describe an appropriate course of action when he/she suspects an agency of housing discrimination related to his/her disability.

5.3.17 The client will describe/state his/her basic legal rights if arrested.

5.3.18 The client will describe an appropriate course of action when he/she suspects an agency of job discrimination related to his/her disability.

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AREA: 5.0 LEGAL AWARENESS UNIT: 5.4 Contracts/Lease

Level I

5.4.0

Level II

5.4.0

Level III

5.4.0

Level IV

5.4.1 The client will describe possible consequences of non-payment of rent for several months.

Level V

5.4.1

5.4.2 The client will acknowledge the importance of thorough understanding of the responsibilities entailed by any contract prior to signature.

5.4.3 The client will describe possible consequences of non-payment on an automobile loan.

5.4.4 The client will describe possible consequences of non-payment of credit card bills supervised by a collection agency.

5.4.5 The client will describe an appropriate course of action in the event of non-delivery of paid-for goods.

5.4.6 The client will describe sources of assistance when he/she does not understand a particular contract.

5.4.7 The client will name the contract for housing rental which requires his/her signature, i.e., "lease".

5.4.8 The client will describe/state examples of contracts he/she might assume.

5.4.9 The client will acknowledge the possibility of loss of paid deposit when he/she "breaks" a rental lease/contract.

Level VI

5.4.1 - 5.4.9

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE

SOCIAL/INTERPERSONAL

AREA: 6.0 SOCIAL/INTERPERSONAL

Level I

6.0

Level II

6.1 The client will occasionally accept the help of others in a friendly manner.

6.2 The client will occasionally be stimulated/motivated by praise.

6.3. The client will occasionally cooperate with group activities when encouragaed, i.e., passive participation.

6.4 The client will occasionally claim ownership only for items he/she rightfully possesses.

6.5 The client will occasionally ask permission to borrow items belonging to others.

6.6 The client will occasionally offer greetings and farewells appropriately to others.

6.7 The client will occasionally interact respectfully with authority figures who are proficient in his/her primary mode of communication.

6.8 The client will occasionally seek attention in a manner appropriate to the situation.

6.9 The client will occasionally use expressions of courtesy appropriately.

6.10 The client will occasionally initiate and participate in conversations with others.

6.11 The client will occasionally look at the other person, i.e., establish eye contact, while speaking/signing.

6.12 The client will occasionally tell the truth.

6.13 The client will occasionally demonstrate a willingness to help others when asked.

6.14 The client will occasionally, spontaneously and eagerly participate in group activities, i.e., active participation, with others who have a similar disability.

AREA: 6.0 SOCIAL/INTERPERSONAL

6.15 The client will occasionally request assistance, sevices or information when appropriate and in a friendly manner.

6.16 The client will occasionally share with others who have a similar disability.

6.17 The client will occasionally share with others who have a different disability.

6.18 The client will occasionally share with others who have a no disability.

6.19 The client will occasionally take turns with others who have a similar disability.

6.20 The client will occasionally take turns with others who have a different disability.

Level III

6.21 The client will occasionally carry out daily routines of self-care or simple familiar tasks without supervision.

6.22 The client will occasionally interact respectfully with authority figures who are not proficient in his/her primary mode of communication.

6.23 The client will occasionally use facial expression, gestures, posture and/or vocalizations appropriate to the situation to complement/facilitate the content of the conversation.

6.24 The client will occasionally, spontaneously and eagerly participate in group activities, i.e., active participation, with others who have a different disability.

6.25 The client will occasionally spontaneously and eagerly participate in group activities, i.e., active participation, with others who have no disability.

6.26 The client will occasionally take care of other's belongings.

6.27 The client will occasionally show consideration for the feelings of others.

6.28 The client will occasionally respond appropriately when approached by others.

6.29 The client will occasionally express and control his/her emotions appropriately.

6.30 The client will occasionally accept friendly teasing without upset.

AREA: 6.0 SOCIAL/INTERPERSONAL

6.31 The client will occasionally accept the apologies of others in a friendly manner.

6.32 The client will occasionally accept appropriate gifts from others in a friendly manner.

6.33 The client will occasionally use touch appropriately to complement his/her conversational message.

6.34 The client will occasionally maintain an appropriate physical distance in social interactions such that both parties are comfortable.

6.35 The client will occasionally perform his/her assigned duties with minimal supervision.

6.36 The client will occasionally take turns with others who have no disability.

6.37 The client will occasionally abide by the laws of society and of the local community.

6.38 The client will occasionally look for and engage in activities to make constructive use of his/her free time.

6.39 The client will occasionally initiate social interactions with others who have a similar disability.

6.40 The client will occasionally initiate social interactions with others who have a different disability.

6.41 The client will occasionally initiate social interactions with others who have no disability.

6.42 The client will occasionally offer apologies to others when appropriate.

6.43 The client will occasionally accept change and adjust accordingly with minimal upset.

6.44 The client will occasionally sit or stand erect in conversations with others.

6.45 The client will occasionally correct errors in his/her behavior or performance without direction or will seek the assistance of others to correct his/her errors.

6.46 The client will occasionally meet time deadlines in his/her daily routine.

6.47 The client will occasionally understand and respect the privacy of others.

AREA: 6.0 SOCIAL/INTERPERSONAL

6.48 The client will occasionally continue to work at difficult or frustrating taks with minimal upset when given purposeful, reasonable assignments.

6.49 The client will occasionally initiate his/her own leisure activites.

6.50 The client will occasionally make contributions to conversation which are relevant to the topic/situation.

6.51 The client will occasionally wait while others speak/sign and will pause to allow others to speak/sign in conversation.

6.52 The client will occasionally display a sense of humor in appropriate situations with persons who are proficient in his/her primary mode of communication.

6.53 The client will occasionally display a sense of humor in appropriate situations with persons who are not proficient in his/her primary mode of communication.

6.54 The client will occasionally remain calm and accept responsibility when justly blamed for errors in his/her behavior or performance.

6.55 The client will occasionally perform as promised when an agreement is made with others.

6.56 The client will occasionally volunteer his/her assistance to others.

6.57 The client will occasionally accept criticism without undue upset from others who have a similar disability.

6.58 The client will occasionally accept criticism without undue upset from others who have a different disability.

6.59 The client will occasionally accept criticism without undue upset from others who have no disability.

6.60 The client will occasionally return borrowed items on time and in good condition.

6.61 The client will occasionally accept responsibility for his/her actions or decisions.

6.62 The client will occasionally make conversational contributions which are appropriate to the situation in quality and manner, i.e., contributions are orderly, clear, non-offensive and true-to-facts.

AREA: 6.0 SOCIAL/INTERPERSONAL

6.63 The client will occasionally offer compliments/gifts sincerely, without intention of inappropriate attention-seeking, to others who have a similar disability.

6.64 The client will occasionally offer compliments/gifts sincerely, without intention of inappropriate attention-seeking, to others who have a different disability.

6.65 The client will occasionally offer compliments/gifts sincerely, without intention of inappropriate attention-seeking, to others who have no disability.

6.66 The client will occasionally keep appointments and social obligations as scheduled or will make necessary contacts if unable to attend.

6.67 The client will occasionally keep appointments and social obligations as scheduled or will make necessary contacts if unable to attend.

6.68 The client will occasionally recognize problems when they occur.

6.69 The client will occasionally make conversational contributions which are appropriate in length with person(s) who are proficient in his/her primary mode of communication.

6.70 The client wil occasionally make conversational contributions which are appropriate in length with person(s) who are not proficient in his/her primary mode of communication.

6.71 The client will occasionally introduce self appropriately to others who have a similar disability.

6.72 The client will occasionally introduce self appropriately to others who have a different disability.

6.73 The client will occasionally introduce self appropriately to others who have no disability.

6.74 The client will occasionally stand up for self assertively when necessary (without "stepping on others' feelings" or "putting others down") with others who are proficient in his/her primary mode of communication.

6.75 The client will occasionally try to improve weaknesses in his/her behavior or performance.

6.76 The client will occasionally estimate personal strengths and weaknesses realistically.

6.77 The client will occasionally identify possible solutions and consequences when problem-solving.

AREA: 6.0 SOCIAL/INTERPERSONAL

6.78 The client will occasionally make decisions and initiate realistic constructive actions towards resolution of problem.

6.79 The client will occasionally initiate group activities as a leader and/or organizer with others who have a similar disability.

6.80 The client will occasionally initiate group activities as a leader and/or organizer with others who have s different disability.

6.81 The client will occasionally initiate group activities as a leader and/or organizer with others who have no disability.

6.82 The client will consistently accept the help of others in a friendly manner.

6.83 The client will consistently be stimulated/motivated by praise.

6.84 The client will consistently cooperate with group activities when encouraged, i.e., passive participation.

6.85 The client will consistently offer greetings and farewells to others appropriately.

6.86 The client will consistently interact respectfully with authority figures who are proficient in his/her primary mode of communication.

Level IV

6.1 - 6.86

6.87 The client will occasionally stand up for self assertively when necessary (without "stepping on others feelings" or "putting others down") with persons who are not in his/her primary mode of communication.

6.88 The client will consistently claim ownership only for those items which he/she rightfully possesses.

6.89 The client will consistently carry out daily routines of self-care of simple familiar tasks without supervision.

6.90 The client will consistently ask permission to borrow items belonging to others.

6.91 The client will consistently interact respectfully with authority figures who are not proficient in his/her primary mode of communication.

AREA: 6.0 SOCIAL/INTERPERSONAL

6.92 The client will consistently seek attention in a manner appropriate to the situation.

6.93 The client will consistently use expressions of courtesy appropriately.

6.94 The client will consistently use expression, gestures, posture and/or vocalizations appropriate to the situation to complement/facilitate the content of the conversation.

6.95 The client will consistently initiate and participate in conversations with others.

6.96 The client will consistently look at the other person, i.e., establish eye contact, while speaking/signing.

6.97 The client will consistently tell the truth.

6.98 The client will consistently demonstrate willingness to help others when asked.

6.99 The client will consistently, spontaneously and eagerly participate in group activities, i.e., active participation, with others who have a similar disability.

6.100 The client will consistently, spontaneously and eagerly participate in group activities, i.e., active participation, with others who have a different disability.

6.101 The client will consistently, spontaneously and eagerly participate in group activities, i.e., active participation, with others who have no disability.

6.102 The client will consistently take care of others' belongings.

6.103 The client will consistently show consideration for the feelings of others.

6.104 The client will consistently respond appropriately when approached by others.

6.105 The client will consistently express and control his/her emotions appropriately.

6.106 The client will consistently accept friendly teasing without upset.

6.107 The client will consistently accept the apologies of others in a friendly manner.

6.108 The client will consistently accept appropriate gifts from others in a friendly manner. .

AREA: 6.0 SOCIAL/INTERPERSONAL

6.109 The client will consistently use touch appropriately to complement his/her conversational message.

6.110 The client will consistently maintain an appropriate physical distance in social interactions such that both parties are comfortable.

6.111 The client will consistently perform his/her assigned duties with minimal supervision.

6.112 The client will consistently request assistance, services or information when appropriate and in a friendly manner.

6.113 The client will consistently share items with others who have a similar disabiblity.

6.114 The client will consistently share items with others who have a different disabiblity.

6.115 The client will consistently share items with others who have no disabiblity.

6.116 The client will consistently take turns willingly with others who have a similar disability.

6.117 The client will consistently take turns willingly with others who have a different disability.

6.118 The client will consistently take turns willingly with others who have no disability.

6.119 The client will consistently abide by the laws of society and of the local community.

6.120 The client will consistently initiate social interactions with others who have a similar disability.

6.121 The client will consistently initiate social interactions with others who have a different disability.

6.122 The client will consistently initiate social interactions with others who have no different disability.

6.123 The client will consistently offer apologies to others when appropriate.

6.124 The client will consistently accept change and adjust accordingly with minimal upset.

6.125 The client will consisently sit or stand erect in converstations with others.

AREA: 6.0 SOCIAL/INTERPERSONAL

6.126 The client will consistently correct errors in behavior/performance without direction or will seek assistance to correct errors.

6.127 The client will consistently meet time deadlines in his/her daily routine.

6.128 The client will consistently understand and respect the privacy of others.

6.129 The client will consistently continue to work at difficult frustrating tasks with minimal upset when given purposeful, reasonable assignments.

6.130 The client will consistently initiate his/her own leisure activities.

6.131 The client will consistently make conversational contributions relevant to the topic/situation.

6.132 The client will consistently wait while others speak/sign and will pause to allow others to speak/sign in conversation.

6.133 The client will consistently display a sense of humor in appropriate situations with persons proficient in his/her primary mode of communication.

6.134 The client will consistently remain calm and accept responsibility when justly blamed for errors in behavior or performance.

6.135 The client will consistently perform as promised when agreement is made with others.

6.136 The client will consistently volunteer assistance to others.

6.137 The client will consistently accept criticism without undue upset from others with a similar disability.

6.138 The client will consistently accept criticism without undue upset from others with a different disability.

6.139 The client will consistently accept criticism without undue upset from others with no disability.

6.140 The client will consistently keep appointments and social obligations as scheduled or make necessary contacts if unable to attend.

6.141 The client will consistently recognize problems when they occur.

AREA: 6.0 SOCIAL/INITERPERSONAL

6.142 The client will consistently make conversational contributions which are appropriate in length with persons who are proficient in his/her primary mode of communication.

6.143 The client will consistently make conversational contributions which are appropriate in length with persons who are not proficient in his/her primary mode of communication.

6.144 The client will consistently introduce self appropriately to others who have a similar disability.

6.145 The client will consistently introduce self appropriately to others who have a different disability.

6.146 The client will consistently introduce self appropriately to others who have no disability.

6.147 The client will consistently stand up for self assertively when necessary (without "stepping on others' feelings" or "putting others down") with others who are proficient in his/her primary mode of communication.

6.148 The client will consistently try to improve weaknesses in his/her behavior and performance.

6.149 The client will consistently estimate his/her strengths and weaknesses realistically.

6.150 The client will consistently identify possible solutions and consequences when problem-solving.

6.151 The client will consistently make decisions and initiate realistic, constructive actions towards resolution of problems.

6.152 The client will consistently initiate group activities as a leader and/or organizer with others who have a similar disability.

6.153 The client will consistently initiate group activities as a leader and/or organizer with others who have a different disability.

Level V

6.1 - 6.153

6.154 The client will consistently display a sense of humor in appropriate situations with persons not proficient in his/her primary mode of communication.

AREA: 6.0 SOCIAL/INTERPERSONAL

6.155 The client will consistently return borrowed items on time and in good condition.

6.156 The client will consistently accept responsibility for his/her actions or decisions.

6.157 The client will consistently make conversational contributions appropriate to the situation in quality and manner, i.e., contributions are orderly, clear, non-offensive and true-to-fact.

6.158 The client will consistently offer compliments/gifts sincerely, without intention of inappropriate attention-seeking, to others who have a similar disability.

6.159 The client will consistently offer compliments/gifts sincerely without intention of inappropriate attention-seeking, to others who have a different disability.

6.160 The client will consistently offer compliments/gifts sincerely, without intention of inappropriate attention seeking, to others who have no disability.

6.161 The client will consistently stand up for self assertively when necessary (without "steppig on others; feelings" or "putting others down") with others who are not proficient in his/her primary mode of communication.

6.162 The client will consistently initiate group activities as a leader and/or organizer with others who have no disability.

Level VI

6.1 - 6.162

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE

MALADAPTIVE BEHAVIOR

Because all human beings exhibit some form or degree of maladaptive behavior in their daily lives, interpretation of any individual's score on the "NILS Maladaptive Behavior Checklist" can be a very controversial issue. The "Maladaptive Behavior Checklist" is designed to be a tool by which the rehabilitation/education team can more readily identify those socially unacceptable, and possibly harmful, behaviors which indicate a client's need for referral to specialized services. The "Maladaptive Behavior Checklist" is primarily a screening tool so that staff persons can (1) identify any potentially harmful/dangerous behaviors of a client and (2) refer him/her appropriately for specialized services to reduce or eliminate that misbehavior.

The frequency of occurrence and the severity of possible consequences of these maladaptive behaviors may also be critical factors in determining the amount of supervision that a client requires in his/her daily living situation. Possible effects upon a client's level of independent living are summarized for Levels II - VI according to the rate of occurrence of specific maladaptive behaviors. The underlined frequency descriptors noted in these "Placement Guidelines" are identical to those used to rate a client's performance on the "Maladaptive Behavior Checklist". For easy reference, that rating scale is included here:

N.O., No Opportunity to Observe (0 points): During the course of the client's program/training, staff have not had the occasion to observe this behavior.

Infrequently/Never (3 points): The client seldom or never demonstrates this behavior.

Occasionally (2 points): The client demonstrates this behavior but it does not occur routinely, i.e., the client exhibits this behavior but the behavior does not occur on a regular basis in his/her routine activities.

Consistently (1 point): The client regularly demonstrates this behavior in his/her routine performance, i.e., the client almost always exhibits this behavior in his/her regular activities.

As a by-product of litigation initiated against institutions for the retarded, Foxx (1982) developed the "Least Restrictive Treatment Model" in an effort to protect the civil liberties of developmentally disabled persons. The model encompasses all aspects of a developmentally disabled persons's life including his/her living environment and the behaviorally based methods used to increase appropriate behavior and to decrease maladaptive behavior. The purpose of the "Least Restrictive Treatment Model" is to ensure that all individuals who work with handicapped persons use only those procedures that are necessary and sufficient to eliminate a misbehavior. The model prohibits the use of a more aversive procedure until it has been clearly demonstrated that a less aversive procedure was ineffective or until a review of treatment alternatives has been conducted which clearly indicates that less aversive procedures have been ineffective in reducing the particular maladaptive behavior in question. Thus, adherence to this model guarantees that the treatment and environment which is the least restrictive of the client's rights will be tried first whenever attempts are made to decrease his/her maladaptive behavior (Foxx, 1982).

Although the model refers strictly to behaviorally based treatment procedures, the concept of the "Least Restrictive Treatment Model" is appropriate for agencies who serve the sensory impaired. It is a relevant and valuable guide for members of the education/rehabilitation team to keep in mind when interpreting clients' ratings on the "Maladaptive Behavior Checklist".

Intervention strategies which have been proven effective in reducing or eliminating maladaptive behavior(s) of sensory impaired persons are not limited to behaviorally based procedures. Counseling, individual or group therapy, medication, medical procedures, short or long-term hospitalization and crisis intervention are just a few of the mental health services that may be utilized.

Optimally, the client who displays significant "maladaptive behaviors" should be provided specialized services by agencies which have available the following:

(a) Establishment and monitoring of effective contingency-based intervention programs;

(b) Professionals with expertise in the area(s) of psychology, psychiatry, counseling, and/or behavior modification;

(c) Counseling appropriate to the client's primary mode of communication;

(d) Supervision of medications designed to modify behavior and affect;

(e) Safe environmental isolation and restraint procedures; and

(f) Emergency care procedures.

The treatment of choice for the sensory impaired person who is displaying maladaptive behavior(s) should be determined in collaboration with the client, mental health/behavior specialists and other members of the team. The first and foremost concern of all decision-makers in these matters should always be the health, safety and civil liberties of the client and those around him/her.

When training and/or placement decisions are based, in whole or part, upon a client's scores on the NILS Assessment Instruments, decision-makers must consider that client's total independent living skills performance profile without exaggerated emphasis on any one area of independent living skills, particularly Maladaptive Behavior. No single behavior nor any single score should ever be considered in isolation.

To effectively use the "Placement Guidelines" of the NILS Curriculum Guide, the evaluator who is interpreting the results of the "Maladaptive Behavior Checklist" should follow the steps listed below:

1) determine the "living level" indicated by the client's total score on that assessment ("Maladaptive Behavior Checklist").

2) refer to the corresponding Level of Supervision (II-VI) in the "Placement Guidelines" (re: living environment) on the following pages.

3) from the appropriate level of the "Placement Guidelines", share with other team members the limitations described herein which may be imposed upon the client by the presence of the particular maladaptive behavior(s).

4) apply the concept of the"Least Restrictive Treatment Model" so that appropriate decisions regarding the type of behavioral intervention, referral to specialists and placement according to supervision needs can be made.

Following the steps above the education/rehabilitation team can use the "Placement Guidelines" to thoughtfully choose the intervention method and environment that is the least aversive, intrusive and severe to effectively reduce or eliminate the client's maladaptive behavior(s) while protecting his/her health, safety and rights.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE

PLACEMENT GUIDELINES

AREA: 7.0 MALADAPTIVE BEHAVIOR

Level II

Professsionals who ranked the items of the NILS Instruments projected that the presence of the maladaptive behaviors listed below, if CONSISTENTLY exhibited by persons functioning in Level II environments, could significantly deter the progress of those individuals. Effective behavioral intervention programs and/or specialized services are needed for such individuals if they are to develop the potential to advance to a Level III environment.

- Displays or threatens acts of physical violence to self.
- Displays or threatens acts of physical violence to others.
- Engages in gossip or teasing which is malicious or distressing to others.
- Displays inappropriate or excessive physical contact towards others.
- Exhibits constant and/or excessive physical activity.
- Masturbates in public.
- Exhibits sexual body parts inappropriately in public.
- Engages in open and active rebellion against rules, regulations, routine and/or authority.
- Resists or ignores rules, regulations, routine and/or authority in passive.

AREA: 7.0 MALADAPTIVE BEHAVIOR

- Displays inadequate, excessive or unusual patterns of food intake.
- Dislikes or avoids physical contact from others.
- Engages in indiscriminate homosexual activity.
- Engages in indiscriminate heterosexual activity.
- Displays general lack of responsiveness to environment.
- Misuses alcohol, drugs, tobacco or food.
- Exhibits non-aggressive, repetitive, self-stimulating behaviors, rituals or odd mannerisms.
- Displays extreme mood changes without apparent cause.
- Talks or signs to self, inanimate objects and/or non-existent persons or claims to hear non-existent voices.

Professionals who ranked the items of the NILS Instruments projected that the presence of the maladaptive behaviors listed below, if OCCASIONALLY exhibited by persons functioning in Level II environments, would significantly deter the progress of those individuals. Effective behavioral intervention programs and/or specialized services are needed for these individuals if they are to develop the potential to advance to a Level III environment.

- Displays or threatens acts of physical violence to self.
- Displays or threatens acts of physical violence to others.
- Masturbates in public.
- Exhibits sexual body parts inappropriately in public.

AREA: 7.0 MALADAPTIVE BEHAVIOR

Level III

Professionals who ranked the items of the NILS Instruments projected that the presence of the maladaptive behaviors listed below, if CONSISTENTLY exhibited by persons functioning in Level III environments, could significantly deter the progress of those individuals. Effective behavioral intervention programs and/or specialized services are needed for such individuals if they are to develop the potential to advance to a Level IV environment and to prevent their regression to a Level II environment.

- Displays excessive anxiety when separated from family or significant other(s).
- Exhibits excessive or unrealistic fears.
- Bosses or manipulates others for own advantage.
- Uses excessive profanity or obscene gestures.
- Exhibits crying spells during which he/she cries easily or excessively.
- Complains of mistreatment or discrimination which is unfounded.
- Perseverates about fantasy or unrealistic desires.
- Disrupts others' activities for malice or attention.
- Complains of physical ailments.
- Over-estimates own capabilities and/or denies impact of disability.
- Exhibits inappropriate vocal habits.
- Exhibits or complains of unhealthy sleep habits.
- Underestimates own capabilities and/or overestimates the impact of disability.
- Reacts poorly to frustration or change.
- Engages in daydreaming.

AREA: 7.0 MALADAPTIVE BEHAVIOR

- Exhibits excessive dependency on others for emotional support.
- Displays poor memory for recent happenings or learning.

Professionals who ranked the items of the NILS Instruments projected that the presence of any of the maladaptive behaviors listed below, if OCCASIONALLY exhibited by persons functioning in Level III environments, could significantly deter the progress of those individuals. Effective behavioral intervention programs and/or specialized services are needed for such individuals if they are to develop the potential to advance to a Level IV environment.

- Displays or threatens acts of physical violence to property.
- Engages in gossip or teasing which is malicious or distressing to others.
- Displays excessive anxiety when separated from family or significant other(s).
- Resists or ignores rules, regulations, routine and/or authority in passive manner.
- Displays inadequate, excessive or unusual patterns of food intake.
- Perseverates about fantasy or unrealistic desires.
- Engages in indiscriminate homosexual activity.
- Engages in indiscriminate heterosexual activity.
- Talks or signs to self, inanimate objects and/or non-existent persons or claims to hear non-existent voices.
- Displays general lack of responsiveness to environment.
- Misuses alcohol, drugs, tobacco or food.
- Exhibits non-aggressive, repetitive, self-stimulating behaviors, rituals, or odd mannerisms.

AREA: 7.0 MALADAPTIVE BEHAVIOR

- Demonstrates poor judgement in situation where harm to self or others is possible.
- Displays extreme mood changes without apparent cause.

Professionals who ranked the items of the NILS Instruments projected that the presence of any of the maladaptive behaviors listed below, if INFREQUENTLY/NEVER exhibited by persons functioning in Level III environments, could significantly deter the progress of those individuals. Effective behavioral intervention programs and/or specialized services are needed for those individuals who INFREQUENTLY display any such behaviors. Intervention is necessary for these persons to develop the potential to continue functioning in a Level III environment or to advance to a Level IV environment.

- Displays or threatens acts of physical violence to self.
- Displays or threatens acts of physical violence to other(s).
- Masturbates in public.
- Exhibits sexual body parts inappropriately in public.

Level IV

Professionals who ranked the items of the NILS Instruments projected that the presence of any of the maladaptive behaviors listed below, if CONSISTENTLY exhibited by persons functioning in Level IV environments, could significantly deter the progress of those individuals. Effective behavioral intervention programs and/or specialized services are needed for such individuals to develop the potential to advance to a Level V environment.

- Displays overly critical attitude toward self.

AREA: 7.0 MALADAPTIVE BEHAVIOR

Professionals who ranked the items of the NILS Instruments projected that the presence of any of the maladaptive behaviors listed below, if OCCASIONALLY exhibited by persons functioning in Level IV environments, could significantly deter the progress of those individuals. Effective behavioral intervention programs and/or or specialized services are needed for such individuals to develop the potential to advance to a Level V environment or to prevent their regression to a Level III environment.

- Displays inappropriate or excessive physical contact toward others.
- Exhibits excessive or unrealistic fears.
- Displays overly critical attitude toward self.
- Exhibits excessive dependency on others for emotional support.

Professionals who ranked the items of the NILS Instruments projected that the presence of any of the maladapative behaviors listed below, if INFREQUENTLY/NEVER exhibited by persons functioning in Level IV environments, could significantly deter the progress of those individuals. Extra support, and possibly specialized services, may be needed for individuals who INFREQUENTLY display any of these behaviors. Such support and services may be necessary, especially during periods of stress, for these individuals to continue functioning in a Level IV environment or to advance to a Level V environment.

- Displays or threaten acts of physical violence to property.
- Engages in gossip or teasing which is malicious or distressing to others.
- Engages in delinquent behaviors.

AREA: 7.0 MALADAPTIVE BEHAVIOR

⁑ Displays excessive anxiety when separated from family or significant other(s).

⁑ Engages in open and active rebellion against rules, regulations, routine and/or authority.

⁑ Resists or ignores rules, regulations, routine and/or authority in passive manner.

⁑ Displays inadequate, excessive or unusual patterns of food intake.

⁑ Perseverates about fantasy or unrealistic desires.

⁑ Engages in indiscriminate homosexual activity.

⁑ Engages in indiscriminate heterosexual activity.

⁑ Talks or signs to self, inanimate objects, and/or non-existent persons or claims to hear non-existent voices.

⁑ Displays general lack of responsiveness to environment.

⁑ Misuses alcohol, drugs, tobacco or food.

⁑ Exhibits non-aggressive, repetitive, self-stimulating behaviors, rituals or odd mannerisms.

⁑ Demonstrates poor judgement in situations where harm to self or others is possible.

⁑ Displays extreme mood changes without apparent cause.

⁑ Exhibits non-aggressive, repetitive, self-stimulating behaviors, rituals, or odd mannerisms.

⁑ Demonstrates poor judgement in situation where harm to self or others is possible.

⁑ Displays extreme mood changes without apparent cause.

Level V

Professionals who ranked the items of the NILS Instruments projected that the presence of any of the maladpative behaviors listed below, if INFREQUENTLY/NEVER exhibited by persons functioning in Level V environments, could significantly deter the progress of those individuals. Extra support, and possibly specialized services, may be needed for individuals who INFREQUENTLY display any of these behaviors. Such support and services may be necessary, especially during periods of stress, for these individuals to continue functioning in a Level V environment or to advance to a Level VI environment. Allowance must always be made for appropriate reactons to stressors.

- Displays inappropriate or excessive physical contact toward others.
- Exhibits excessive or unrealistic fears.
- Displays overly critical attitude toward self.
- Exhibits excessive dependency on others for emotional support.

Level VI

Professionals who ranked the items of the NILS Instruments projected that the presence of the maladaptive behaviors listed below, if OCCASIONALLY or INFREQUENTLY/NEVER exhibited by persons functioning in Level VI environments, could significantly deter the progress of those individuals. Extra support, and possibly specialized services, may be needed for individuals who OCCASIONALLY display any of these behaviors. Such support and services may be necessary, especially during periods of stress, for these individuals to continue functioning in a Level VI environment. Allowances must be made for appropriate reactions to stressors.

- Exhibits constant and/or excessive physical activity.
- Bosses or manipulates others for own advantage.
- Uses excessive profanity or obsecene gestures.
- Displays crying spells during which he/she cries easily or excessively.
- Complains of mistreatment or discrimination which is unfounded.
- Dislikes or avoids physical contact from others.

AREA: 7.0 MALADAPTIVE BEHAVIOR

- Disrupts others' activities for malice or attention.
- Complains of physical ailments.
- Over-estimates own capabilities and/or denies impact of disability.
- Exhibits inappropriate vocal habits.
- Exhibits or complains of unhealthy sleep habits.
- Underestimates own capabilities and/or overestimates the impact of disability.
- Reacts poorly to frustration or change.
- Engages in daydreaming.
- Displays poor memory for recent happenings or learning.

REFERENCES

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Kates, L. & Schein, J. (1980). *A complete guide to communication with deaf-blind persons*. Silver Springs, MD: National Association for the Deaf.

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Morse, J.L. (1975). Answering the questions of the psychologist assessing the visually handicapped child. *The New Outlook for the Blind*, *10*, 350 - 354.

Ouellette, S.E. & Lloyd, G.T. (Eds.). (1980). Independent living skills for severely handicapped deaf people. (Monograph No. 5). Silver Spring, MD: American Deafness and Rehabilitation Association.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene

AUTHOR(S): Ferneti, C., Lent, J., & Stevens, C.

DATE: 1978

TITLE: Project More: Personal Care

PUBLISHER/SOURCE: Hubbard
P.O. Box 104
Northbrook, IL 60062 312-272-7810

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
x Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? [✓ Yes] No

Approximate cost:

$90.00

INTENDED AUDIENCE:

x Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

x Developmental
x Pre-school
x Elementary
___ High school
___ Adult

ADAPTABLE FOR:

x Visually impaired/Blind
x Hearing impaired/Deaf
x Developmentally disabled
x Other disabilities

DESCRIPTION/COMMENTS:

A systematic, simplified method of collecting data & teaching personal care skills that could be taught to & used by dorm staff. New York Institute for Education of the Blind uses Project More in their dormitories and dorm staff contribute to I.E.P.'s from collected data. "Eating" can be used in group; all others require individual instruction.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene

AUTHOR(S): Teaching Research

DATE:

TITLE: The teaching research curriculum for moderately and severely handicapped.

PUBLISHER/SOURCE: Monmouth, Oregon: Teaching Research

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
X Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

X Developmental
X Pre-school
X Elementary
___ High school
___ Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Task analysis, detailed.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene

AUTHOR(S): Copeland, M., Ford, L., & Solon, N.

DATE: 1976

TITLE: Occupational therapy for mentally retarded children.

PUBLISHER/SOURCE: Baltimore, Maryland: University Park Press.

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- _X_ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]

Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- _X_ Teacher resource
- ___ Student material
- _X_ Staff development

INTENDED AGE LEVEL:

- _X_ Developmental
- _X_ Pre-school
- _X_ Elementary
- ___ High school
- ___ Adult

ADAPTABLE FOR:

- _X_ Visually impaired/Blind
- _X_ Hearing impaired/Deaf
- _X_ Developmentally disabled
- _X_ Other disabilities

DESCRIPTION/COMMENTS:

Self-Help skills, personal grooming, eating, dressing, toothbrushing.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene

AUTHOR(S): Jackson County Education Service District

DATE: 1979

TITLE: The oregon project for visually impaired and blind preschool children (Rev. ed.)

PUBLISHER/SOURCE: Medford, Oregon: Jackson County Service District

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TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
X Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes No
Copying permissable? Yes No

Approximate cost:

$25 - 50.00

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

X Developmental
X Pre-school
X Elementary
___ High school
___ Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Curriculum/checklist for self-help skills.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene

AUTHOR(S): Galton, L.

DATE: (1983, January 25)

TITLE: Is fever the enemy - or can it be a friend to your body?

PUBLISHER/SOURCE: Family Circle

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)
☐ Other ___________

Print

☐ Pamphlet
☒ Article
☐ Workbook/work sheets
☐ Poster(s)
☐ Curriculum
☐ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

☒ Teacher resource
☐ Student material
☐ Staff development

INTENDED AGE LEVEL:

☐ Developmental
☐ Pre-school
☐ Elementary
☐ High school
☐ Adult

ADAPTABLE FOR:

☐ Visually impaired/Blind
☐ Hearing impaired/Deaf
☐ Developmentally disabled
☐ Other disabilities

DESCRIPTION/COMMENTS:

Discusses various types of intervention for fever - depending on the degree and persistance.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene

AUTHOR(S):

DATE:

TITLE: Self-examination of the breast

PUBLISHER/SOURCE: Los Angeles, CA: Professional Research, Inc.

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- X Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene

AUTHOR(S): The Office of Santa Cruz County
Superintendent of Schools
Richard R. Fickel, Superintendent

DATE:

TITLE: Behavioral Characteristics profile (BCP) method cards

PUBLISHER/SOURCE: VORT Corporation
385 Sherman Ave.
Palo Alto, CA 94306

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☒ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☒ Pre-school
- ☒ Elementary
- ☐ High school
- ☐ Adult

ADAPTABLE FOR:

- ☐ Visually impaired/Blind
- ☐ Hearing impaired/Deaf
- ☐ Developmentally disabled
- ☐ Other disabilities

DESCRIPTION/COMMENTS:

Simplistic activities for use in one-one situations; child-oriented, very few appropriate for adults.

Available at: Helen Keller School - AIDB

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene

AUTHOR(S): Goodwin, B.

DATE:

TITLE: When diabetics are sick and don't want to eat.

PUBLISHER/SOURCE: Project Help
Cooperative Extension Service,
Auburn, University

TYPE OF MATERIAL:

Media
- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___ RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print
- x Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software
- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? [✓ Yes] No

Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:
- x Teacher resource
- x Student material
- ___ Staff development

INTENDED AGE LEVEL:
- ___ Developmental
- ___ Pre-school
- ___ Elementary
- ___ High school
- ___ Adult

ADAPTABLE FOR:
- ___ Visually impaired/Blind
- ___ Hearing impaired/Deaf
- ___ Developmentally disabled
- ___ Other disabilities

DESCRIPTION/COMMENTS:

Describes alternative foods to consume if sick in order to meet minimum requirements.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Grooming

AUTHOR(S): Materials Development Center

DATE:

TITLE: Grooming skills for working men.

PUBLISHER/SOURCE: Stout - Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

TYPE OF MATERIAL:

Media
___ Film (___mm)
X Slides
___ Audio cassette
___ Record (___RPM)
X Filmstrip
___ Video-tape (___ inch)
X Other Instructor's Guide

Print
___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software
___ Diskette
X Cassette

Miscellaneous
Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

Slides - $39.00
Filmstrip - $23.00
Rental - $15.00

INTENDED AUDIENCE:
X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:
___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:
X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Covers:
Bathing/Showering
Use of Deodorant
Dental Care
Hand Care
Hair Care
Clothing
Reasons for Being Clean

An Instructor's Guide Includes:
-Grooming Skills Checklist to help identify specific grooming needs
-Reference to other MDC materials related to grooming for men
- Learning Activities for six grooming areas

Content and Language Level Appropriate for Slow Learners
Replaces old MDC Grooming for Men Series

NILS 9/84

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Grooming

AUTHOR(S): Materials Development Center

DATE:

TITLE: Grooming for women.

PUBLISHER/SOURCE: Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

TYPE OF MATERIAL:

Media

___ Film (___mm)
X Slides
___ Audio cassette
___ Record (___RPM)
X Filmstrip
___ Video-tape (___ inch)

X Other Problem checklist, Teacher's Guide

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

Rental - $15.00
Slides - $50.00

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Four part program covers:
Body Cleanliness
Hair Care
Diet, Excercise and Sleep
Appropriate Clothing for Work

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Personal Hygiene

AUTHOR(S): Dickman, I.

DATE: (1983)

TITLE: Making Life More Livable.

PUBLISHER/SOURCE: New York: American Foundation for the Blind (AFB)

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- _X_ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$3.50

INTENDED AUDIENCE:

- _X_ Teacher resource
- _X_ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- ___ High school
- _X_ Adult

ADAPTABLE FOR:

- _X_ Visually impaired/Blind
- ___ Hearing impaired/Deaf
- ___ Developmentally disabled
- _X_ Other disabilities

DESCRIPTION/COMMENTS:

Printed in large type with numerous photos, this consumer-oriented book describes simple adaptations for homes of blind and visually impaired older people. These adaptations are also helpful for young persons who are blind or visually impaired who need assistance with self-care tasks.

Available from: AFB
15 West 16th Street
New York, NY 10011

NILS 9/84

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Eating Skills

AUTHOR(S): Arkansas Enterprises for the Blind

DATE: (1982)

TITLE: Lesson plans - Table etiquette.

PUBLISHER/SOURCE: Same as above

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
X Other Outline

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? [✓ Yes] No

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Task analysis of acceptable eating techniques

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - First Aid

AUTHOR(S):

DATE:

TITLE: First Aid Facts

PUBLISHER/SOURCE: Positive Promotions
222 Ashland Place
Brooklyn, N.Y. 11217 (212) 858-4199

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
X Other ________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

This is a hand-held card with a sliding insert. You locate symptoms and it gives you the corresponding treatment.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Drug & Substance Abuse

AUTHOR(S):

DATE:

TITLE: What teens should know about drinking.

PUBLISHER/SOURCE:
Sunburst Communications
Room JT 636
39 Washington Ave.
Pleasantville, New York , 10570

TYPE OF MATERIAL:

Media
- ___ Film (___mm)
- ___ Slides
- X Audio cassette
- ___ Record (___RPM)
- X Filmstrip
- ___ Video-tape (___ inch)
- X Other Teacher's Guide

Print
- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software
- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]

Copying permissable? Yes [✓ No]

Approximate cost:

$49.00

INTENDED AUDIENCE:
- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:
- ___ Developmental
- ___ Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:
- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

Discusses physical aspects of alcohol use and abuse. Suggests ways to resist peer pressure.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Drug & Substance Abuse

AUTHOR(S):

DATE:

TITLE: Marijuana bulletin: A research update.

PUBLISHER/SOURCE:
Sunburst Communications
Room JT 636
39 Washington Ave.
Pleasantville, New York 10570

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
X Audio cassette
___ Record (___RPM)
X Filmstrip
___ Video-tape (___ inch)
X Other Teacher's Guide

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$49.00

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Summarizes results from recent studies on the effects of marijuana and your body.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Drug & Substance Abuse

AUTHOR(S):

DATE:

TITLE: Physiology of smoking and drinking

PUBLISHER/SOURCE: Sunburst Communications
Room JT 636
39 Washington Ave.
Pleasantville, New York 10570

TYPE OF MATERIAL:

Media	Print	Software	Miscellaneous
___ Film (___mm)	___ Pamphlet	___ Diskette	Consummable? Yes [✓ No]
___ Slides	___ Article	___ Cassette	Copying permissable? Yes [✓ No]
2 Audio cassette	___ Workbook/work sheets		
___ Record (___RPM)	___ Poster(s)		
2 Filmstrip	___ Curriculum		
___ Video-tape (___ inch)	___ Book		
	___ Catalog		Approximate cost:
x Other Teacher's Guide			$99.00

INTENDED AUDIENCE:	INTENDED AGE LEVEL:	ADAPTABLE FOR:
x Teacher resource	___ Developmental	x Visually impaired/Blind
x Student material	___ Pre-school	x Hearing impaired/Deaf
___ Staff development	x Elementary	x Developmentally disabled
	x High school	x Other disabilities
	x Adult	

DESCRIPTION/COMMENTS:

Illustrates effects of smoking and drinking on your body.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Drug & Substance Abuse

AUTHOR(S):

DATE:

TITLE: Marijuana and your mind.

PUBLISHER/SOURCE: Sunburst Communications
Room JT 636
39 Washington Ave.
Pleasantville, New York 10570

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
2 Audio cassette
___ Record (___RPM)
2 Filmstrip
___ Video-tape (___ inch)

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

X Other Teacher's Guide

Approximate cost:

$99.00

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Discusses peer pressure and physical risks of using marijuana.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Drug & Substance Abuse

AUTHOR(S):

DATE:

TITLE: The innocent addictions.

PUBLISHER/SOURCE:
Sunburst Communications
Room JT 636
39 Washington Ave.
Pleasantville, New York 10570

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
2 Audio cassette
___ Record (___RPM)
2 Filmstrip
___ Video-tape (___ inch)

X Other Teacher's Guide

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:
$99.00

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Discusses addictions to food and over-the-counter drugs.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Drug & Substance Abuse

AUTHOR(S):

DATE:

TITLE: How to stop smoking

PUBLISHER/SOURCE:
Sunburst Communications
Room JT 636
39 Washington Ave.
Pleasantville, New York 10570

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- 2 Audio cassette
- ___ Record (___RPM)
- 2 Filmstrip
- ___ Video-tape (___ inch)

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

X Other Teacher's Guide

Approximate cost:

$99.00

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

Examines why people smoke and six ways to quit.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Drug & Substance Abuse

AUTHOR(S): Uduari, S., & Laible, J.

DATE: (1973)

TITLE: Health Safety & Sanitation.

PUBLISHER/SOURCE: Austin, Texas: Steck-Vaughn Co.

Jacksonville State University - Learning Resource Center

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

____

Print

___ Pamphlet
___ Article
X Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? [✓ Yes] No

Approximate cost:

INTENDED AUDIENCE:

___ Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
___ Adult

ADAPTABLE FOR:

X Visually impaired/Blind
* Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities
*must adapt language level

DESCRIPTION/COMMENTS:

Covers: Emergency first aid
Home first aid
Home safety plan
Knowing the signs of illness
Home sanitation

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Drug and Substance Abuse

AUTHOR(S):

DATE:

TITLE: Food and Drug Interactions

PUBLISHER/SOURCE: Consumer Informations Center
Department 547 LFW
Pueblo, CO 81009

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

_x_ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

Free

INTENDED AUDIENCE:

_x_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
_x_ High school
_x_ Adult

ADAPTABLE FOR:

_x_ Visually impaired/Blind
_x_ Hearing impaired/Deaf
_x_ Developmentally disabled
_x_ Other disabilities

DESCRIPTION/COMMENTS:

Good for drug and substance abuse unit. Discusses effects of food and drugs, alcohol, etc.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Drug & Substance Abuse

AUTHOR(S):

DATE:

TITLE: Alcohol: Facts, myths, and decisions

PUBLISHER/SOURCE:
Sunburst Communications
Room JT 636
39 Washington Ave.
Pleasantville, New York 10570

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
3 Audio cassette
___ Record (___RPM)
3 Filmstrip
___ Video-tape (___ inch)

X Other Teacher's Guide

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$129.00

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
___ Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Covers facts of drinking. Choices in social situations, especially with peer pressure, How to get help if you do have a drinking problem.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Demarest; R. & Enseki, R.

DATE:

TITLE: Understanding conception and contraception.

PUBLISHER/SOURCE: Raitan, New Jersey: Ortho Pharmaceutical Corp.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
X Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Sexuality

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Mayle, P.

DATE:

TITLE: Where did I come from?

PUBLISHER/SOURCE: Secaucus, New Jersey: Lyle, Stuart, Inc.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$10.00

INTENDED AUDIENCE:

x Teacher resource
x Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Kolodny, R., Director of Training

DATE:

TITLE: (Training Package in Sex Education)

PUBLISHER/SOURCE: Masters and Johnson Institute
4910 Forest Park Boulevard
St. Louis, Missouri 63108

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)

☐ Other ________

Print

☐ Pamphlet
☐ Article
☐ Workbook/work sheets
☐ Poster(s)
☐ Curriculum
☐ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

☐ Teacher resource
☐ Student material
☒ Staff development

INTENDED AGE LEVEL:

☐ Developmental
☐ Pre-school
☐ Elementary
☐ High school
☐ Adult

ADAPTABLE FOR:

☐ Visually impaired/Blind
☐ Hearing impaired/Deaf
☐ Developmentally disabled
☐ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Lewis, H. & Lewis, M.

DATE: (1980)

TITLE: Talking to children about sex. Good Housekeeping, 141 (1), 70-77

PUBLISHER/SOURCE:

TYPE OF MATERIAL:

Media

___ Film (___ mm)
___ Slides
___ Audio cassette
___ Record (___ RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___

Print

___ Pamphlet
X Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
___ High school
___ Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Woodward, J.

DATE:

TITLE: Signs of sexual behavior.

PUBLISHER/SOURCE: Silver Springs, MD: T.J. Publishers, Inc.

TYPE OF MATERIAL:

Media

___ Film (___ mm)
___ Slides
___ Audio cassette
___ Record (___ RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ______________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
_X_ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$5.95

INTENDED AUDIENCE:

_X_ Teacher resource
_X_ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
_X_ Elementary
_X_ High school
_X_ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
_X_ Hearing impaired/Deaf
_X_ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

Sexuality - 96-page introduction to basic sexual vocabulary in American Sign Language.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Kampton, W.

DATE:

TITLE: Social and sexual aspects of living for the hearing impaired.

PUBLISHER/SOURCE: Santa Monica, CA: SFA
(213) 395-7466

TYPE OF MATERIAL:

Media
- ___ Film (___mm)
- X Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ________

Print
- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- X Curriculum
- ___ Book
- ___ Catalog

Software
- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]

Copying permissable? Yes [✓ No]

Approximate cost:

Can be purchased in 9 parts @ 50.00 or as a set for $395.00.

INTENDED AUDIENCE:
- X Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:
- ___ Developmental
- ___ Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:
- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

Sexuality: Parts of the Body
Male Puberty
Female Puberty
Social Behavior
Human Reproduction
Birth Control
Venereal Disease
Marriage
Parenting

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Doughten, S., Minkin, M., & Rosen, L.

DATE: (1978)

TITLE: Signs for sexuality

PUBLISHER/SOURCE: Planned Parenthood of Seattle/King County
2211 E. Madison
Seattle, Washington 98112

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
_X_ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_X_ Teacher resource
___ Student material
_X_ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
_X_ High school
_X_ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
_X_ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene

AUTHOR(S): Tait, P. & Kessler, C.

DATE: March 1976.

TITLE: The way we get babies: A tactual sex education program.

PUBLISHER/SOURCE: New Outlook for the Blind published by: American Foundation for the Blind, 15 West 16th Street, New York, NY 10011.

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☐ Pamphlet
- ☒ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☐ Pre-school
- ☒ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

Description of an audio/tactual sex education program developed for visually handicapped children. The program covers the processes of intercourse and childbirth. Included in the article are the transcripts of the tapes used in the program and the pattern and directions for making the tactual materials.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S):

DATE:

TITLE: Sexually transmitted diseases: An update.

PUBLISHER/SOURCE:
Sunburst Communications
Room JT 636
39 Washington Ave.
Pleasantville, NY 10570

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- 3 Audio cassette
- ___ Record (___RPM)
- 3 Filmstrip
- ___ Video-tape (___ inch)

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

X Other Teacher's Guide

Approximate cost:

$129.00

INTENDED AUDIENCE:

- X Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- * Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

*requires interpretation

DESCRIPTION/COMMENTS:

Discusses prevention and treatment of S.T.D.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Apgar, P., & Stobaugh, H.

DATE: 1975

TITLE: Sexual myths and fallacies

PUBLISHER/SOURCE: Florida Mental Health Institute
13301 North 30th St.
Tampa, Florida 33612

TYPE OF MATERIAL:

Media

- ___ Film (___ mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___ RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- _x_ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- _x_ Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- ___ High school
- ___ Adult

ADAPTABLE FOR:

- ___ Visually impaired/Blind
- ___ Hearing impaired/Deaf
- ___ Developmentally disabled
- ___ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene

AUTHOR(S): Kempton, W.

DATE:

TITLE: Sexuality and the mentally handicapped.

PUBLISHER/SOURCE: Stanfield Film Associates
P.O. Box 1983-A
Santa Monica, CA 90406 1-800-421-6534

TYPE OF MATERIAL:

Media

___ Film (___mm)
X Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

X Other Teacher's Guide

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

Individual sets: $50.00
Complete set: $395.00

INTENDED AUDIENCE:

___ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Covers: Parts of the body; male puberty; female puberty; social behavior; human reproduction; venereal disease; marriage and parenting.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Gagnon, J., & Simon, W.

DATE: (1967)

TITLE: Sexual deviance

PUBLISHER/SOURCE: New York: Harper and Row

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ____________

Print

- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☒ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☒ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:

- ☐ Visually impaired/Blind
- ☐ Hearing impaired/Deaf
- ☐ Developmentally disabled
- ☐ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S):

DATE:

TITLE: Sex education policy.

PUBLISHER/SOURCE: New York Institute for the Education of the Blind
999 Pelham Parkway
Bronx, N.Y. 10469

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- ___ Student material
- X Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- ___ High school
- ___ Adult

ADAPTABLE FOR:

- ___ Visually impaired/Blind
- ___ Hearing impaired/Deaf
- ___ Developmentally disabled
- ___ Other disabilities

DESCRIPTION/COMMENTS:

Policy statement with definitions, rights, needs statement.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S):

DATE:

TITLE: Sex education curriculum.

PUBLISHER/SOURCE: American School for the Deaf
West Hartford, Connecticut

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)

☐ Other ________

Print

☐ Pamphlet
☐ Article
☐ Workbook/work sheets
☐ Poster(s)
☒ Curriculum
☐ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

☒ Teacher resource
☐ Student material
☐ Staff development

INTENDED AGE LEVEL:

☐ Developmental
☐ Pre-school
☐ Elementary
☐ High school
☐ Adult

ADAPTABLE FOR:

☒ Visually impaired/Blind
☒ Hearing impaired/Deaf
☒ Developmentally disabled
☒ Other disabilities

DESCRIPTION/COMMENTS:

Covers: 1) Male/Female Reproductive Anatomy 2) Puberty 3) Menstruation 4) Conception 5) Menstrual Hygiene 6) Human Growth and Development 7) V.D. 8) Drinking, Drugs, Sex 9) Pregnancy 10) Abortion 11) Pregnancy 12) Family Planning

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Edwards, J.P.

DATE:

TITLE: Sara & Allen, the right to choose

PUBLISHER/SOURCE: EDNICK Communications
P.O. Box 3612
Portland, Oregon 97208

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

x Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
x High school
x Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

Sexuality and the disabled.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Haeberle, E.

DATE: 1978

TITLE: The sex atlas: A new illustrated guide.

PUBLISHER/SOURCE:
A Continuum Book
The Seabury Press,
815 Second Ave.
N.Y., N.Y. 10017

TYPE OF MATERIAL:

Media
- ___ Film (___ mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___ RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print
- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- X Book
- ___ Catalog

Software
- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]

Copying permissable? Yes [✓ No]

Approximate cost:

$25.00

INTENDED AUDIENCE:
- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:
- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- X Adult

ADAPTABLE FOR:
- ___ Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Scholl, G.

DATE: (1975)

TITLE: The psychosocial effects of blindness: Implications for program planning in sex education. Sex Education for the Visually Handicapped in Schools and Agencies.

PUBLISHER/SOURCE: New York: American Foundation for the Blind, Inc.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
X Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

✓ Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

Good description of the impact of variables related to blindness and their effect on the developmental process.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene

AUTHOR(S): AFL Project

DATE: (1977)

TITLE: Pregnancy and childbirth.

PUBLISHER/SOURCE: Austin, Texas: The University of Texas

TYPE OF MATERIAL:

Media
- ☐ Film (___ mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___ RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other __________

Print
- ☒ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software
- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? [✓ Yes] No

Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:
- ☒ Teacher resource
- ☒ Student material
- ☐ Staff development

INTENDED AGE LEVEL:
- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:
- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S):

DATE: 1976

TITLE: Our bodies, ourselves: A book by and for women.

PUBLISHER/SOURCE: The Boston Women's Health Book Collective
Simon & Schuster
N.Y., N.Y.

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- X Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$4.95

INTENDED AUDIENCE:

- X Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- ___ Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene

AUTHOR(S): Jackson, J. & Company

DATE: (1978)

TITLE: Models of human genital anatomy

PUBLISHER/SOURCE: Jim Jackson and Company
33 Richdale Avenue
Cambridge, MA 02140

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

X Other Plastic Models

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

Varies according to style.
Ranges from $40 - $125.

INTENDED AUDIENCE:

X Teacher resource
X Student material
X Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Excellant Resource
Available at: Rehabilitation Center - A.I.D.B.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Jultz, S.

DATE: (1979)

TITLE: Men's bodies, men's selves.

PUBLISHER/SOURCE:
A Delta Book
Dell Publishing Co., Inc.
1 Daq Hammarskjold Plaza
New York, New York 10017

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
_X_ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$10.95

INTENDED AUDIENCE:

_X_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
_X_ High school
_X_ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
_X_ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

Human Anatomy & Emotional Well-Being

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S):

DATE:

TITLE:
1) Labeling of body parts on Human Figures
2) Transparencies on grooming, drug abuse & alcohol
3) 80 slide on Human Reproduction

PUBLISHER/SOURCE:
Deaf Unit
West Virginia Rehab Ctr.
Institute, WV 25112

TYPE OF MATERIAL:

Media

___ Film (___ mm)
X Slides
___ Audio cassette
___ Record (___ RPM)
___ Filmstrip
___ Video-tape (___ inch)

X Other Transparencies

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S):

DATE:

TITLE: The invisible minority: The homosexual in our society (film)

PUBLISHER/SOURCE: Boston, MA: Department of Education and Social Concern, Unitarian Universalists Assoc.

TYPE OF MATERIAL:

Media

X Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
* Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities
*interpreting required

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S): Storch, M., & Carmichael, C.

DATE: (1982)

TITLE: How to relieve cramps and other menstrual problems.

PUBLISHER/SOURCE: New York: Workman Publishing

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
[✓ Book]
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

[✓ Teacher resource]
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
[✓ High school]
[✓ Adult]

ADAPTABLE FOR:

[✓ Visually impaired/Blind]
[✓ Hearing impaired/Deaf]
[✓ Developmentally disabled]
[✓ Other disabilities]

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S):

DATE:

TITLE: How to lose weight

PUBLISHER/SOURCE:
Sunburst Communications
Room JT 636
39 Washington Ave.
Pleasantville, NY 10570

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- 2 Audio cassette
- ___ Record (___RPM)
- 2 Filmstrip
- ___ Video-tape (___ inch)
- X Other Teacher's Guide

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S):

DATE:

TITLE: Herpie: The new V.D. around town.

PUBLISHER/SOURCE: Sunburst Communications
Room JT 636
39 Washington Ave.
Pleasantville, N.Y. 10570

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- 3 Audio cassette
- ___ Record (___RPM)
- 3 Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$129.00

INTENDED AUDIENCE:

- X Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

Discusses how people contract herpies and treatment plans.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S):

DATE:

TITLE: Fertilization and birth

PUBLISHER/SOURCE: Perenial Education Inc.
477 Roger Williams
Highland Park, Illinois 60035

TYPE OF MATERIAL:

Media

X Film (16 mm)
___ Slides
___ Audio cassette
___ Record (___ RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
* Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

*interpreting required

DESCRIPTION/COMMENTS:

Human anatomy, sex organs and their functions

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S):

DATE:

TITLE: Have no misconceptions: About Vasectomies.

PUBLISHER/SOURCE: Planned Parenthood of Alabama, Inc.
1108 20th St.
Birmingham, AL 35256

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

X Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
✓ High school
✓ Adult

ADAPTABLE FOR:

✓ Visually impaired/Blind
✓ Hearing impaired/Deaf
___ Developmentally disabled
✓ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S):

DATE:

TITLE: Dear diary #189

PUBLISHER/SOURCE: New Day Films
7 Harvard Square
Brookline, MA 02146

TYPE OF MATERIAL:

Media

- X Film (16 mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___ RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- * Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

*interpreting required

DESCRIPTION/COMMENTS:

33 minutes. Anatomy - women: discusses physical changes and sexual myths.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene

AUTHOR(S):

DATE:

TITLE: Facts you should know about VD and probably don't

PUBLISHER/SOURCE: Metropolitan Life Insurance Company

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- X Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? [✓ Yes] No

Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Health/Hygiene - Sexuality

AUTHOR(S):

DATE:

TITLE: Basics of birth control

PUBLISHER/SOURCE: New York, New York: Planned Parenthood Federation of America, Inc.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

X Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Sexuality

AREA: Health/Hygiene - Sexuality

AUTHOR(S):

DATE:

TITLE: About Conception and Contraception

PUBLISHER/SOURCE: Perennial Education, Inc.
477 Roger Williams
P.O. Box 855, Ravinia
Highland Park, IL 60035

TYPE OF MATERIAL:

Media

- X Film (8 & 16 mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___ RPM)
- ___ Filmstrip
- X Video-tape (___ inch)
- ___ Other ___

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- x Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- ___ Other disabilities

DESCRIPTION/COMMENTS:

Animated presentation, color, no sound, describing conception and the way various birth control methods work. No narration.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: HEALTH/HYGIENE: Sexuality

AUTHOR(S): Dickman, I.R. (Ed.)

DATE: 1975

TITLE: Sex education and Family life for visually handicapped children and youth: A resource guide

PUBLISHER/SOURCE: New York: American Foundation for the Blind

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TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
_X_ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_X_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

_X_ Developmental
_X_ Pre-school
_X_ Elementary
_X_ High school
___ Adult

ADAPTABLE FOR:

_X_ Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

A guide for teachers, counselors, administrators, parents and others who work with visually handicapped children and youth. It is designed to be used as a general orientation to this area, a basic reference for staff training/inservice, as a reference for curriculum development, and a resource tool for counselors.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: HEALTH/HYGIENE: Sexuality

AUTHOR(S): Planned Parenthood of Alabama

DATE: (Winter, 1984)

TITLE: Reproductive Health Care

PUBLISHER/SOURCE: 1108 20th Street South, Birmingham, AL 35256

TYPE OF MATERIAL:

Media

___ Film (___ mm)
___ Slides
X Audio cassette
___ Record (___ RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Series developed for weekly programming over local radio station as community education service. Topics include: "History of Contraception","Contraceptive Methods and Myths", "Menstrual Cycle", "Talking to Children about Sex", "Puberty", "When Your Daughter Tells You She is Pregnant", "Teenage Pregnancy", "Occupational & Educational Opportunities for Pregnant Teenagers", "Complications of Pregnanc[illegible] "Healthy Pregnancy", "Drug Usage: Its Effect on Pregnancy and Sexuality", "Perinatal Care, Infant/Maternal Mortality", "Methods of Childbirth", "Newborn Genetic Screening", "Postpartem Period", "Infertility", "In Vitro Fertilization".

NILS 9/84

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: HEALTH/HYGIENE: Sexuality

AUTHOR(S): The Family Planning Program

DATE: 1978

TITLE: "What's Happening Now"

PUBLISHER/SOURCE: Family Planning Program, Box 26069 Grady Hospital, 80 Butler St. S.E.
Atlanta, GA 30303

TYPE OF MATERIAL:

Media

- ___ Film (___ mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___ RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- X Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

$1.50

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- ___ Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- ___ Hearing impaired/Deaf
- ___ Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

A magazine written for teenagers about their sexual health. Language level is high for some deaf individuals. Contents include: Decisions, Decisions, Decisions; Sex, Does it puzzle you?; Inside our bodies; Menstruation; Breast and pelvic exam; Sex is more than getting down; Ann Lander's column; How to say no; It's your right to decide; Am I parent material?; Centerfold; Deciding about birth control; What is sexual fantasy; Masturbation; Infection you can get from having sex; Rape; Guys & girls speak out; Homosexuality; Dear What's happening now; What's in a word.

NILS 9/84

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: HEALTH/HYGIENE: Sexuality

AUTHOR(S): Fitz-Gerald, M. & Fitz-Gerald, D.

DATE: January 1983

TITLE: "How to develop and implement a comprehensive sex education program for the deaf

PUBLISHER/SOURCE:

TYPE OF MATERIAL:

Media

___ Film (___ mm)
___ Slides
___ Audio cassette
___ Record (___ RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
X Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
X Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

A six-page journal article which describes how to design such a program from information about state guidelines to extablishing an advisory committee, involving school administration and instructors, training adult instructors, selecting curriculum and materials and evaluating and revising the program.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: ______________________________

AUTHOR(S):

DATE:

TITLE:

PUBLISHER/SOURCE:

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other __________ __________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes No

Copying permissable? Yes No

Approximate cost:

INTENDED AUDIENCE:

- __ Teacher resource
- __ Student material
- __ Staff development

INTENDED AGE LEVEL:

- __ Developmental
- __ Pre-school
- __ Elementary
- __ High school
- __ Adult

ADAPTABLE FOR:

- __ Visually impaired/Blind
- __ Hearing impaired/Deaf
- __ Developmentally disabled
- __ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S):

DATE:

TITLE: Burglary Program

PUBLISHER/SOURCE: National Listening Theatre
647 Connecticut Street
San Francisco, CA 94107

TYPE OF MATERIAL:

Media

___ Film (___ mm)
___ Slides
X Audio cassette
___ Record (___ RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
___ Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S):

DATE: 1977

TITLE: Adolescent conflict: Parents vs. teens.

PUBLISHER/SOURCE:
Sunburst Communications
Department JG
39 Washington Ave.
Pleasantville, N.Y. 10570

TYPE OF MATERIAL:

Media

- ___ Film (___ mm)
- ___ Slides
- 2 Audio cassette
- ___ Record (___ RPM)
- 2 Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- X Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

$99.00
Previewed on loan for 30 days - free

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

Parenting techniques - dealing with adolescents.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S): Uduari, S.

DATE: 1974

TITLE: 1) Buying Guides
2) Your family, about you and others: A family development series

PUBLISHER/SOURCE: Steck-Vaughn Co.
Intext Publisher
Austin, Texas

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)
☐ Other ___________

Print

☐ Pamphlet
☐ Article
☒ Workbook/work sheets
☐ Poster(s)
☐ Curriculum
☐ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

☐ Teacher resource
☒ Student material
☐ Staff development

INTENDED AGE LEVEL:

☐ Developmental
☐ Pre-school
☐ Elementary
☒ High school
☒ Adult

ADAPTABLE FOR:

☐ Visually impaired/Blind
☒ Hearing impaired/Deaf
☐ Developmentally disabled
☒ Other disabilities

DESCRIPTION/COMMENTS:

Family life and parenting skills.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S): Dinkmeyer, D. & McKay, G.

DATE: 1976

TITLE: Systematic training for effective parenting.

PUBLISHER/SOURCE: American Guidance Service Inc.
Circle Pines, MN 55014

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- X Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- X Other Kit with visual aids

Print

- ___ Pamphlet
- ___ Article
- X Workbook/work sheets
- ___ Poster(s)
- X Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

parenting skills and attitudes.

Available at: Jacksonville State University - Resource & Learning Lab

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S):

DATE:

TITLE: Lifestyles

PUBLISHER/SOURCE: Barr Films
P.O. Box 5667
Pasadena, CA 91107 (213) 793-6153

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
2 Audio cassette
___ Record (___RPM)
2 Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
X Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Useful for teaching decision-making techniques.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S):

DATE: 1980

TITLE: Grocery shopping: Principles and techniques for the blind consumer. Journal of Visual Impairment, 74 (9). 329-332.

PUBLISHER/SOURCE:

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
x Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

x Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

x Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

For teachers. This article describes a step by step program for improving grocery shopping skills of blind clients. It lists suggestions for nine lessons that aquaint clients with all phases of food selection, store mobility etc.....

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S): Simon, S., Howe, L. & Kirschenbaum. H.

DATE: 1972

TITLE: Values clarification - A handbook of practical strategies for teachers and students.

PUBLISHER/SOURCE: New York, New York: Hart Publishing Co., Inc.

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- _X_ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]

Copying permissable? Yes [✓ No]

Approximate cost:

$5.00

INTENDED AUDIENCE:

- _x_ Teacher resource
- _x_ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- _x_ High school
- _x_ Adult

ADAPTABLE FOR:

- _x_ Visually impaired/Blind
- _x_ Hearing impaired/Deaf
- _x_ Developmentally disabled
- _x_ Other disabilities

DESCRIPTION/COMMENTS:

Could be used with discussion groups or classes working in the area of making decisions.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S):

DATE: 1980

TITLE: Family Life Education - A curriculum guide

PUBLISHER/SOURCE:
Family Life Education
Program Development Project
212 Laurel Street
Santa Cruz, CA 95060

TYPE OF MATERIAL:

Media
- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ____________

Print
- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☒ Curriculum
- ☐ Book
- ☐ Catalog

Software
- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:
- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:
- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:
- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

Parenting, decision making, marriage, relationships

Available at: Planned Parenthood, Birmingham, AL

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S): Herzog, B.

DATE: 1981

TITLE: Follett Coping Skills: Child Care

PUBLISHER/SOURCE: Chicago: Follett Publishing.

TYPE OF MATERIAL:

Media
- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print
- ☐ Pamphlet
- ☐ Article
- ☒ Workbook/work sheets
- ☐ Poster(s)
- ☒ Curriculum
- ☐ Book
- ☐ Catalog

Software
- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? [✓ Yes] No

Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:
- ☒ Teacher resource
- ☒ Student material
- ☐ Staff development

INTENDED AGE LEVEL:
- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:
- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

Teaching material on baby and child care.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S): Allen, C.

DATE: 1977

TITLE: Cliff Allen's practical family life course guide.

PUBLISHER/SOURCE: Greenfield, MA: Channing L. Bete, Inc.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
_x_ Workbook/work sheets
___ Poster(s)
_x_ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_x_ Teacher resource
_x_ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
_x_ Hearing impaired/Deaf
_x_ Developmentally disabled
_x_ Other disabilities

DESCRIPTION/COMMENTS:

[illegible] just about every facet of family life & responsibility, parenting, [illegible]ld bugets, taxes, choosing a place to live. Marriage & divorce.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S):

DATE: 1977

TITLE: Consumer education, curriculum guide

PUBLISHER/SOURCE: Oklahoma Department of Education
Leslie Fisher Superintendent
Clifford Wright Administration of the Curriculum Section

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- X Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- ___ Visually impaired/Blind
- ___ Hearing impaired/Deaf
- ___ Developmentally disabled
- ___ Other disabilities

DESCRIPTION/COMMENTS:

Materials K - 12th grade.

AREA: Family Responsibility

AUTHOR(S):

DATE: 1977

TITLE: The cooking kit.

PUBLISHER/SOURCE: The Junior League of Spartanburg, Inc.
Spartanburg, S.C. 1979

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

X Other Colored utensils

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
X Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
___ Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S): National Listening Theatre

DATE:

TITLE: Fire Program

PUBLISHER/SOURCE: National Listening Program
647 Connecticut Street
San Francisco, CA 94107

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
_x_ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? [✓ Yes] No

Approximate cost:

INTENDED AUDIENCE:

_x_ Teacher resource
_x_ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
_X_ High school
_X_ Adult

ADAPTABLE FOR:

_X_ Visually impaired/Blind
___ Hearing impaired/Deaf
_X_ Developmentally disabled
_X_ Other disabilities

DESCRIPTION/COMMENTS:

Available at the Sunbelt Regional Center - AIDB

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S):

DATE: 1972

TITLE: Family life education curriculum guide

PUBLISHER/SOURCE: State Department of Education - Office of Voc. Ed.
Consumer and Homemaking Section
Columbia, S.C. 29201

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
X Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Career opportunities, child development, consumer education, family health, family life education - personal & family relationships, foods & nutrition, housing & home furnishings.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S): Despelder, L., & Prettyman, N.

DATE: 1980

TITLE: A guidebook for teaching family living

PUBLISHER/SOURCE: Allyn & Bacon Inc.
470 Atlantic Ave.
Boston, MA 02210

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ________

Print

- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☒ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

Covers just about all areas of family living - parenting, marriage relationships, Book lists - materials, activities & motivation techniques for involving students in a family living program.

Available at: Planned Parenthood - Birmingham, AL

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S): Hudsfrom, N.

DATE:

TITLE: Let's eat.

PUBLISHER/SOURCE:
Mafex Associates, Inc.
90 Cherry St.
Box 519
Johnstown, PA 15907

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
X Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
___ Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Cooking and safety skills for breakfast, lunch and dinner

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S):

DATE: 1973

TITLE: Values for teenagers in the 1970's

PUBLISHER/SOURCE:
Guidance Associates
Harcourt, Brace, Jovanovich, Inc.
41 Washington Ave.
Pleasantville, N.Y. 10570

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- 2 Audio cassette
- ___ Record (___RPM)
- 2 Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- X Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- ___ Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

Making decisions on marriage, values.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S):

DATE: 1975

TITLE: People to people communicating with each other

PUBLISHER/SOURCE: Barr Films
P.O. Box 5667
Pasadena, CA 91107 (213) 793-6153

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
4 Audio cassette
___ Record (___RPM)
4 Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
X Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

x Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S): Williams, A.S.

DATE: 1973

TITLE: What about marriage?

PUBLISHER/SOURCE: Sunburst Communications Inc.
Dept. T.G.
Pleasantville, N.Y. 10570

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
3 Audio cassette
___ Record (___RPM)
3 Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
X Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$129.00
Previewed on free
30 day loan

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Discusses considerations in making decision on whether to marry or not, techniques for making a marriage work.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S): Health Education Bulletin
P.O. Box 2225
DATE: Rockville, MD 20852

TITLE:

PUBLISHER/SOURCE: Write to put on mailing list

TYPE OF MATERIAL:

Media
- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print
- ☒ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software
- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:
- ☒ Teacher resource
- ☒ Student material
- ☐ Staff development

INTENDED AGE LEVEL:
- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:
- ☐ Visually impaired/Blind
- ☐ Hearing impaired/Deaf
- ☐ Developmentally disabled
- ☐ Other disabilities

DESCRIPTION/COMMENTS:

This is a newsletter dealing with family issues .

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S): Ray, P.

DATE: (1971)

TITLE: Peggy's picture cookbook.

PUBLISHER/SOURCE:
Mayfex Assoc. Inc. Publishers
90 Cherry St.
Box 519
Johnstown, PA 15907

TYPE OF MATERIAL:

Media
- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ____________

Print
- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- X Book
- ___ Catalog

Software
- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]

Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:
- X Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:
- ___ Developmental
- ___ Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:
- ___ Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility

AUTHOR(S):

DATE: Sunburst has a whole series of film/audio media that covers families, child abuse, parenting and violence in families.

TITLE:

PUBLISHER/SOURCE: Sunburst Communications
Room JT 636
39 Washington Ave.
Pleasantville

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- X Audio cassette
- ___ Record (___RPM)
- X Filmstrip
- ___ Video-tape (___ inch)

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

X Other Teacher's Guide

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Family Responsibility - Home Management

AUTHOR(S): Dickman, I.

DATE: (1983)

TITLE: Making Life More Livable.

PUBLISHER/SOURCE: New York: American Foundation for the Blind (AFB)

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☒ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$3.50

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☒ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☐ High school
- ☒ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☐ Hearing impaired/Deaf
- ☐ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

Printed in large type, this consumer-oriented book describes simple adaptations for homes of blind and visually impaired older people. Numerous photos illustrate the author's suggestions. These adaptations are also helpful for young blind and visually impaired individuals.

Available from: AFB
15 West 16 th Street
New York, NY 10011

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: ______________________________

AUTHOR(S):

DATE:

TITLE:

PUBLISHER/SOURCE:

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

____

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes No
Copying permissable? Yes No

Approximate cost:

INTENDED AUDIENCE:

___ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

NILS 9/84

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Money Management

AUTHOR(S): Kahn, C., & Hanna, J.

DATE: 1973

TITLE: Using dollars and sense.

PUBLISHER/SOURCE: Pitman Learning Inc.
6 Davis Dr.
Belmont, CA 94002

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)
☐ Other ____________

Print

☐ Pamphlet
☐ Article
☐ Workbook/work sheets
☐ Poster(s)
☐ Curriculum
☒ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

☒ Teacher resource
☒ Student material
☐ Staff development

INTENDED AGE LEVEL:

☐ Developmental
☐ Pre-school
☒ Elementary
☒ High school
☐ Adult

ADAPTABLE FOR:

☐ Visually impaired/Blind
☒ Hearing impaired/Deaf
☒ Developmentally disabled
☒ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Money Management

AUTHOR(S): Spitze, H., & Rotz, P.

DATE:

TITLE: Where does the money go?

PUBLISHER/SOURCE: Steck-Vaughn Co.
Austin, Texas

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
X Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Covers consumer money management skills- low reading level. Covers deductions, bills, rent, budgeting.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Money Management

AUTHOR(S): Wool, J.

DATE: 1972

TITLE: Using arithmetic. Volume 2.

PUBLISHER/SOURCE: Frank E. Richards Publishing Co., Inc.
Phoenix, New York 13135

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
X Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
___ Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Covers: Making change, counting money, buying clothes, wage deductions, budgeting, banking.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Money Management

AUTHOR(S): Wool, J., & Bohn, R.

DATE: (1972)

TITLE: Useful arithmetic

PUBLISHER/SOURCE: Frank E. Richards Publishing Co., Inc.
Phoenix, New York 13135

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
_X_ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_X_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
_X_ Elementary
_X_ High school
_X_ Adult

ADAPTABLE FOR:

_X_ Visually impaired/Blind
_X_ Hearing impaired/Deaf
_X_ Developmentally disabled
_X_ Other disabilities

DESCRIPTION/COMMENTS:

Purchasing clothes, paying bills, wage deductions

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Money Management

AUTHOR(S): Parsky, L.M.

DATE: (1978)

TITLE: Consumer in the department store.

PUBLISHER/SOURCE: Mafex Associates, Inc. Publishers
90 Cherry St.
Box 519
Johnstown, PA 15907

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
_X_ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_x_ Teacher resource
_X_ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
__ High school
__ Adult

ADAPTABLE FOR:

__ Visually impaired/Blind
__ Hearing impaired/Deaf
___ Developmentally disabled
__ Other disabilities

DESCRIPTION/COMMENTS:

Counting money, adding money, using a savings account, checking account, applying for a credit card, finance charge, etc.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Money Management

AUTHOR(S): Kahn, C., & Hanna, J.

DATE: (1960)

TITLE: Money makes sense.

PUBLISHER/SOURCE: Fearon Publishers Inc.
2165 Park Blvd.
Palo Alto, CA 94306

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___

Print

___ Pamphlet
___ Article
x Workbook/work sheets
___ Poster(s)
___ Curriculum
x Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

x Teacher resource
x Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
x Elementary
x High school
x Adult

ADAPTABLE FOR:

x Visually impaired/Blind
x Hearing impaired/Deaf
x Developmentally disabled
x Other disabilities

DESCRIPTION/COMMENTS:

Coin recognition/Money values

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Money Management

AUTHOR(S): Herzog, P.

DATE: (1980)

TITLE: Banking

PUBLISHER/SOURCE: Follett Publishing Co.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
_X_ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_X_ Teacher resource
_X_ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
_X_ Elementary
_X_ High school
_X_ Adult

ADAPTABLE FOR:

_X_ Visually impaired/Blind
_X_ Hearing impaired/Deaf
_X_ Developmentally disabled
_X_ Other disabilities

DESCRIPTION/COMMENTS:

Covers checking accounts, deposits, using a register, checking account statements, savings accounts.

Available at: Occupational Rehab. Center - Birmingham

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Money Management

AUTHOR(S): King, C.

DATE: (1980)

TITLE: Buying with sense.

PUBLISHER/SOURCE: Pitman Learning Inc.
6 Davis Drive,
Belmont, CA 94002

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
_X_ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_X_ Teacher resource
_X_ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
_X_ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
_X_ Hearing impaired/Deaf
_X_ Developmentally disabled
_X_ Other disabilities

DESCRIPTION/COMMENTS:

Covers budgeting, banking, shopping

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Money Management

AUTHOR(S): Young, E.

DATE: (1974)

TITLE: Basic skills in using money.

PUBLISHER/SOURCE: CEBCO Standard Publishing
9 Kirlick Road
Fairfield, New Jersey 07006

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- x Workbook/work sheets
- ___ Poster(s)
- x Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? [✓ Yes] No

Approximate cost:

INTENDED AUDIENCE:

- x Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- ___ High school
- ___ Adult

ADAPTABLE FOR:

- x Visually impaired/Blind
- x Hearing impaired/Deaf
- x Developmentally disabled
- x Other disabilities

DESCRIPTION/COMMENTS:

Coin identification, values of coins and bills, making change.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Money Management - Banking

AUTHOR(S): Wool, J.

DATE: (1973)

TITLE: The bank book.

PUBLISHER/SOURCE: Frank E. Richards Publishing

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
_X_ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

___ Teacher resource
_X_ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
_X_ Elementary
_X_ High school
_X_ Adult

ADAPTABLE FOR:

_X_ Visually impaired/Blind
_X_ Hearing impaired/Deaf
_X_ Developmentally disabled
_X_ Other disabilities

DESCRIPTION/COMMENTS:

Banking: Making Deposits, withdrawals, interest

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: ____________________

AUTHOR(S):

DATE:

TITLE:

PUBLISHER/SOURCE:

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ____________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes No
Copying permissable? Yes No

Approximate cost:

INTENDED AUDIENCE:

- __ Teacher resource
- __ Student material
- __ Staff development

INTENDED AGE LEVEL:

- __ Developmental
- __ Pre-school
- __ Elementary
- __ High school
- __ Adult

ADAPTABLE FOR:

- __ Visually impaired/Blind
- __ Hearing impaired/Deaf
- __ Developmentally disabled
- __ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: COMMUNITY AWARENESS

AUTHOR(S): Stewart, J.E.

DATE: 1981

TITLE: Community Sign Reading

PUBLISHER/SOURCE: Exceptional Education, P.O. Box 15308, Seattle WA 98115

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)
☐ Other ___

Print

☐ Pamphlet
☐ Article
☐ Workbook/work sheets
☐ Poster(s)
☒ Curriculum
☐ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? [✓ Yes] No

Approximate cost:

$26.95

INTENDED AUDIENCE:

☒ Teacher resource
☐ Student material
☐ Staff development

INTENDED AGE LEVEL:

☒ Developmental
☐ Pre-school
☒ Elementary
☐ High school
☐ Adult

ADAPTABLE FOR:

☐ Visually impaired/Blind
☒ Hearing impaired/Deaf
☒ Developmentally disabled
☐ Other disabilities

DESCRIPTION/COMMENTS:

A complete program which teaches moderately retarded students to recognize, read and understand 50 functional words as they may appear on signs & labels in the environment. Consists of one spiral - bound book containing teacher instructions, all lessons and tests, one vinyl display mask to control distractors, and 3 reproducible record-keeping sheets.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Community Awareness

AUTHOR(S): Magic Valley Rehabilitation Services, Inc.

DATE: (1978)

TITLE: Activities of daily living curriculum for handicapped adults.

PUBLISHER/SOURCE: Stout, Wisconsin: Materials Development Center of
Stout Vocational Rehabilitation Center
University of Wisconsin

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- _X_ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- _X_ Teacher resource
- ___ Student material
- _X_ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- _X_ High school
- _X_ Adult

ADAPTABLE FOR:

- _X_ Visually impaired/Blind
- _X_ Hearing impaired/Deaf
- _X_ Developmentally disabled
- _X_ Other disabilities

DESCRIPTION/COMMENTS:

Dialing a telephone

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Community Awareness

AUTHOR(S): Conroy, M. & Rituo, E.

DATE: (1977)

TITLE: Common sense self-defense: A practical manual for students and teachers.

PUBLISHER/SOURCE: Saint Louis, Missouri: C.V. Mosby Co.

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☒ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]

Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☒ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☒ High school
- ☐ Adult

ADAPTABLE FOR:

- ☐ Visually impaired/Blind
- ☐ Hearing impaired/Deaf
- ☐ Developmentally disabled
- ☐ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Community Awareness

AUTHOR(S): Metropolitan State College

DATE: (1979)

TITLE: Community living skills guide. Proceedings of Voice your own view, 1976.

PUBLISHER/SOURCE: Denver, CO.: Metro College for Living

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)
☐ Other ______

Print

☐ Pamphlet
☐ Article
☐ Workbook/work sheets
☐ Poster(s)
☒ Curriculum
☐ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

☒ Teacher resource
☐ Student material
☐ Staff development

INTENDED AGE LEVEL:

☐ Developmental
☐ Pre-school
☐ Elementary
☒ High school
☒ Adult

ADAPTABLE FOR:

☒ Visually impaired/Blind
☒ Hearing impaired/Deaf
☒ Developmentally disabled
☒ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Community Awareness

AUTHOR(S):

DATE: (1979)

TITLE: Join the crime fighters now!

PUBLISHER/SOURCE: National Child Safety Council
Jackson, MI

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

____

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
X Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Discusses securities for preventing burglary, theft, and assault

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE

Resource Description

AREA: Community Awareness

AUTHOR(S): Interpretive Education Guidance Associates

DATE: (1981)

TITLE: Language arts: Telephone skills.

PUBLISHER/SOURCE: Mount Kisco, New York: Guidance Association Inc.
Jacksonville State University, Resource & Learning Library

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
X Audio cassette
___ Record (___RPM)
X Filmstrip
___ Video-tape (___ inch)

X Other Teacher Lesson Guide

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
__ Student material
__ Staff development

INTENDED AGE LEVEL:

__ Developmental
X Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Telephone skills. Use of directory, manners, safety, long distance dialing, emergency dialing.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Community Awareness

AUTHOR(S):

DATE: (1980)

TITLE: Let's stop violence: Some suggested learning experiences.

PUBLISHER/SOURCE: Los, Angeles, CA: Unified School District

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)

☐ Other ___________

Print

☐ Pamphlet
☐ Article
☐ Workbook/work sheets
☐ Poster(s)
☒ Curriculum
☐ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

☒ Teacher resource
☐ Student material
☐ Staff development

INTENDED AGE LEVEL:

☐ Developmental
☐ Pre-school
☐ Elementary
☐ High school
☐ Adult

ADAPTABLE FOR:

☒ Visually impaired/Blind
☒ Hearing impaired/Deaf
☒ Developmentally disabled
☒ Other disabilities

DESCRIPTION/COMMENTS:

Personal safety in the community.

available at U.A.B. Library

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Community Awareness

AUTHOR(S):

DATE: (1971).

TITLE: Speaking over barriers.

PUBLISHER/SOURCE: Pacific Telephone and telegraph company
Contact Local Telephone Company

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- X Other Flashcards

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- X Poster(s)
- X Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

Free

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

Use of the telephone. Includes teacher's guide for use of phone - dialing, contact emergency telephone numbers, etc.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Community Awareness - General

AUTHOR(S): Fishco, D. & Ulmer, C.

DATE: (1977)

TITLE: Using community resources.

PUBLISHER/SOURCE: McVey and Association, Inc.
Occupational Research Center; Birmingham

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
X Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Defines community resources.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Community Awareness - Information Signs

AUTHOR(S): Richard MFG. Co., & Long Filmside Service.

DATE:

TITLE: Signs we see: Information signs (Film)

PUBLISHER/SOURCE: Valhalla, N.Y.: Stanley Bowmar Co. Inc.
Catalog no. 7120

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
X Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pampnlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Realistic pictures utilized to develop knowledge of community information signs.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: ________________________________

AUTHOR(S):

DATE:

TITLE:

PUBLISHER/SOURCE:

______________________ ______________________________

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape
(___ inch)
___ Other ___________
____

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes No
Copying permissable? Yes No

Approximate cost:

INTENDED AUDIENCE:

___ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Legal Awareness

AUTHOR(S): Brennan, J., Grahm, F., Rice, B., Schanche, D., Smith, C.
Thomson, D., Werick, R., & Wolfe, L.

DATE: (1971)

TITLE: The Time Life family legal guide.

PUBLISHER/SOURCE: New York: Time Life Books.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
X Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$17.50

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Defines legal terms: The law, locating a lawyer, marriage and divorce, buying a home, contracts and warranties, credit, income tax, the courts

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: LEGAL AWARENESS

AUTHOR(S): PER-LEE, M.S.

DATE: 1982

TITLE: Victim Justice for Disabled Persons: A Resource Manual

PUBLISHER/SOURCE: Gallaudet College Press, Kendall Green, Washington D.C. 20002

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
_X_ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
_X_ Other ___ Braille Pamphlet

Print

___ Pamphlet
___ Article
___ Workbook/work sheets.
___ Poster(s)
___ Curriculum
_X_ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_X_ Teacher resource
___ Student material
_X_ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
_X_ Adult

ADAPTABLE FOR:

_X_ Visually impaired/Blind
_X_ Hearing impaired/Deaf
_X_ Developmentally disabled
_X_ Other disabilities

DESCRIPTION/COMMENTS:

Information for providers of Victim/witness services regarding: 1) Counselling the handicapped victim, 2) Assisting the handicapped victim or witness through the legal process, 3) Referral or information sources for working with handicapped victims or witnesses, 4) Developing public information programs for handicapped persons regarding victimization and victim/witness services, and 5) Making services accessible to handicapped persons.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Legal Awareness

AUTHOR(S): National Center for Law and the Deaf

DATE: (1982)

TITLE: Legal rights of hearing-impaired people.

PUBLISHER/SOURCE: Kendall Green, Washington, D.C.: Gallaudet College Press

---

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
X Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
___ Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Basic laws and rights - hearing impaired Educational rights, employment and employer attitudes, law enforcement, interpretors, accessibility, miranda warning,

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Legal Awareness

AUTHOR(S):

DATE: (1978)

TITLE: Under the law.

PUBLISHER/SOURCE: Walt Disney Educational Media Co.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
X Audio cassette
___ Record (___RPM)
X Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
* Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities
* interpreted

DESCRIPTION/COMMENTS:

Examines the legal aspects of certain situations where individual actions and the law intersect (muggings, arrest & seizure).

Available at Jacksonville State University

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Legal Awareness

AUTHOR(S): Newman, J.

DATE: (1975)

TITLE: What everyone needs to know about the law.

PUBLISHER/SOURCE: Washington, D.C.: U.S. News and World Report Books, Inc.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
_X_ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$6.95

INTENDED AUDIENCE:

_X_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
_X_ High school
_X_ Adult

ADAPTABLE FOR:

_X_ Visually impaired/Blind
_X_ Hearing impaired/Deaf
_X_ Developmentally disabled
_X_ Other disabilities

DESCRIPTION/COMMENTS:

Consumer rights
Crediting rights
Lawsuits

Available at Birmingham Public Library

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Legal Awareness

AUTHOR(S): Crowell, C.E.

DATE: (1984)

TITLE: You and the law.

PUBLISHER/SOURCE: New York, New York: Education Design, Inc.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
X Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

Legal systems, criminal law, contracts, consumer law, cars, housing, contacting a lawye

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: ______________________________

AUTHOR(S):

DATE:

TITLE:

PUBLISHER/SOURCE:

____

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

____

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes No
Copying permissable? Yes No

Approximate cost:

INTENDED AUDIENCE:

___ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Social/Interpersonal

AUTHOR(S):

DATE:

TITLE: Interpersonal life skills.

PUBLISHER/SOURCE: Singer Corporation

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
X Audio cassette
___ Record (___RPM)
X Filmstrip
___ Video-tape (___ inch)

___ Other ________

Print

___ Pamphlet
___ Article
X Workbook/work sheets
___ Poster(s)
X Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Workbooks, teacher's manual, 12 filmstrips

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: SOCIAL/INTERPERSONAL SKILLS

AUTHOR(S): Goldstein, A., Sprafkin, R., Gershaw, N., and Klein, P.

DATE: 1980

TITLE: Skill-streaming the adolescent: A structured learning approach to teaching prosocial skills.

PUBLISHER/SOURCE: Research Press,
2612 North Mattis Avenue
Champaign, IL 61820

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- X Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- ___ Adult

ADAPTABLE FOR:

- ___ Visually impaired/Blind
- X Hearing impaired/Deaf
- ___ Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

Authors assume that deficiencies in social and planning skills and in abilities to deal with stress, feelings and aggression represent major sources of conflict with peers, teachers and authorities. Attention is focused on those adolescents who are poorly prepared to deal with many of the social demands made on them. A program to help these teens develop coping skills and confidence in their own abilities to resolve conflicts is detailed for teachers, psychologists and counselors. The book offers a practical guide to the trainer with specific examples of general rules to maximize the potentials of skill-deficient or handicapped adolescents.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Social/Interpersonal

AUTHOR(S): Hasselt, V., Hersey, M., Kazdin, A., Simon,J. & Mastanuono, A.

DATE: 1983, May

TITLE: Training blind adolescents in social skills.

PUBLISHER/SOURCE: Journal of Visual Impairment, 199 - 203.

TYPE OF MATERIAL:

Media
___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print
___ Pamphlet
_X_ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software
___ Diskette
___ Cassette

Miscellaneous
Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:
_X_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:
___ Developmental
___ Pre-school
_X_ Elementary
_X_ High school
_X_ Adult

ADAPTABLE FOR:
_X_ Visually impaired/Blind
_X_ Hearing impaired/Deaf
_X_ Developmentally disabled
_X_ Other disabilities

DESCRIPTION/COMMENTS:

Training program consisting of instructions, feedback, behavioral rehearsal, modeling, and manual guidance.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Social/Interpersonal

AUTHOR(S): Eberle, B. & Hall, R.E.

DATE: 1975

TITLE: Affective Education Guidebook

PUBLISHER/SOURCE: D.O.K. Publishers
71 Radcliffe Road
Buffalo, NY 14214

TYPE OF MATERIAL:

Media
- ☐ Film (___ mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___ RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print
- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☒ Book
- ☐ Catalog

Software
- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]

Copying permissable? Yes [✓ No]

Approximate cost:

$7.50

INTENDED AUDIENCE:
- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:
- ☐ Developmental
- ☐ Pre-school
- ☒ Elementary
- ☒ High school
- ☐ Adult

ADAPTABLE FOR:
- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

167 pages of group activities from which teachers can select exercises for exploration of feelings, values, social relationships/interactions and respect for others.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Social/Interpersonal

AUTHOR(S): Crossroads Rehabilitation Center

DATE:

TITLE: Communication for the multiply handicapped deaf.

PUBLISHER/SOURCE: 3242 Sutherland Avenue
Indianapolis, IN 46205

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)
☐ Other ___

Print

☐ Pamphlet
☐ Article
☐ Workbook/work sheets
☐ Poster(s)
☐ Curriculum
☒ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

☒ Teacher resource
☐ Student material
☐ Staff development

INTENDED AGE LEVEL:

☒ Developmental
☒ Pre-school
☒ Elementary
☒ High school
☒ Adult

ADAPTABLE FOR:

☐ Visually impaired/Blind
☒ Hearing impaired/Deaf
☒ Developmentally disabled
☒ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Social/Interpersonal

AUTHOR(S): Hirsch, L. & Champagne, M.

DATE:

TITLE: Circles

PUBLISHER/SOURCE: Stanfield Film Associates
P.O. Box 1983-A
Santa Monica, CA 90406

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- X Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- X Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$325.00

INTENDED AUDIENCE:

- X Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- ___ Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

Two parts: 1. Social Distance
2. Relationship Building

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Social/Interpersonal

AUTHOR(S): New York School for the Deaf

DATE:

TITLE: Life adjustment curriculum.

PUBLISHER/SOURCE: Rome, New York

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
X Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Social/Interpersonal

AUTHOR(S): Schwarzrock, S. & Wrenn, C.

DATE: (1978)

TITLE: Contemporary concerns of youth.

PUBLISHER/SOURCE: American Guidance Service
Circle Pines, Minnesota 55014

TYPE OF MATERIAL:

Media

- ___ Film (___ mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___ RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- X Other Spirit Masters

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- X Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? [✓ Yes] No

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- ___ Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

Contents:

Know Thyself
Relationship to Others
Decision-making & Problem Solving
School-related Concerns

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Social/Interpersonal

AUTHOR(S): McPhail, P., Thomas, J.R., & Chapman, H.

DATE: (1975)

TITLE: Lifeline: Values education curriculum.

PUBLISHER/SOURCE: Niles, IL: Argus Communications

TYPE OF MATERIAL:

Media
___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ________

Print
___ Pamphlet
___ Article
_X_ Workbook/work sheets
_X_ Poster(s)
_X_ Curriculum
___ Book
___ Catalog

Software
___ Diskette
___ Cassette

Miscellaneous
Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:
_X_ Teacher resource
_X_ Student material
___ Staff development

INTENDED AGE LEVEL:
___ Developmental
___ Pre-school
_X_ Elementary
_X_ High school
___ Adult

ADAPTABLE FOR:
_X_ Visually impaired/Blind
_*_ Hearing impaired/Deaf
_X_ Developmentally disabled
_X_ Other disabilities
*language must be adapted.

DESCRIPTION/COMMENTS:

Recognition and dealing with feelings; consequences of behavior; appreciating and recognizing others' needs; feelings; interests; and, interacting socially.

Available at: Jacksonville State University - Learning Resource Center

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Social/Interpersonal

AUTHOR(S): Agard, J., Brodersoñ, L., & McCullough, N.

DATE:

TITLE: Marathon

PUBLISHER/SOURCE: Stanfield Film Associates
P.O. Box 1983-A
Santa Monica, CA 90406

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
X Filmstrip
___ Video-tape (___ inch)

X Other Teacher's Guide

Print

___ Pamphlet
___ Article
X Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

Individual parts - $95.00
Complete set - $175.00

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

Two parts: 1) Making the Effort
2) Getting Along with Others

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Social/Interpersonal

AUTHOR(S): Taylor, Clancy, Waugh, & Bradford

DATE: (1979)

TITLE: Vocational program for orthopedically handicapped: Life skills curriculum.

PUBLISHER/SOURCE:

TYPE OF MATERIAL:

Media
- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___

Print
- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☒ Curriculum
- ☐ Book
- ☐ Catalog

Software
- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]

Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:
- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:
- ☐ Developmental
- ☐ Pre-school
- ☒ Elementary
- ☒ High school
- ☐ Adult

ADAPTABLE FOR:
- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: Social/Interpersonal

AUTHOR(S): Means, B., & Roessler, R.

DATE: (1975)

TITLE: Personal achievement skills training.

PUBLISHER/SOURCE: Arkansas Rehabilitation Research and Training Center

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TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
X Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? [✓ Yes] No

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Training booklet on personal skills, goal setting, values sharing, socialization and self-exploration. The 1977 edition is specifically designed for the visually impaired.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: MALADAPTIVE BEHAVIOR

AUTHOR(S): Paul, J.L., & Cooper-Epachin, B.

DATE: 1982

TITLE: Emotional Disturbance in Children - Theories and Methods for Teachers

PUBLISHER/SOURCE: Columbus, OH: Charles E. Merrill

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☒ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☒ Developmental
- ☒ Pre-school
- ☒ Elementary
- ☒ High school
- ☐ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

Textbook which clarifies these theories of emotional conflict: psychodynamic, organic, behavioral, sociological and cultural. Also describes teaching approaches, curriculum design, behavior management, educational methods and affective methods.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: MALADAPTIVE BEHAVIOR

AUTHOR(S): Reinert, H.R.

DATE: 1980

TITLE: Children in Conflict - Educational Strategies for the Emotionally disturbed and behaviorally disordered, 2nd edition.

PUBLISHER/SOURCE: St. Louis: Mosby

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
_x_ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_X_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

_X_ Developmental
_X_ Pre-school
_X_ Elementary
_X_ High school
___ Adult

ADAPTABLE FOR:

_X_ Visually impaired/Blind
_X_ Hearing impaired/Deaf
_X_ Developmentally disabled
_X_ Other disabilities

DESCRIPTION/COMMENTS:

Designed for educators to help translate psychological information into useful strategies for the classroom practitioner.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: ______________________________

AUTHOR(S):

DATE:

TITLE:

PUBLISHER/SOURCE:

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other __________
____

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes No
Copying permissable? Yes No

Approximate cost:

INTENDED AUDIENCE:

___ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: MALADAPTIVE BEHAVIORS

AUTHOR(S): Swanson, H.L. & Reinert, H.R.

DATE: 1984

TITLE: Teaching Strategies for children in Conflict - Curriculum Methods and Materials, 2nd edition

PUBLISHER/SOURCE: St. Louis: Times-Mirror/Mosby

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
x Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

x Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

x Developmental
x Pre-school
x Elementary
x High school
___ Adult

ADAPTABLE FOR:

x Visually impaired/Blind
x Hearing impaired/Deaf
x Developmentally disabled
x Other disabilities

DESCRIPTION/COMMENTS:

Textbook which covers models, strategies, methods and materials for children and youth with behavior disorders. Contains special section on adolescents.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: MALADAPTIVE BEHAVIOR

AUTHOR(S): Foxx, R.M.

DATE: 1982

TITLE: Decreasing behaviors of severely retarded and autistic persons.

PUBLISHER/SOURCE: Research Press
2612 Mattis Ave
Champaign, IL 61820

TYPE OF MATERIAL:

Media

___ Film (___ mm)
___ Slides
___ Audio cassette
___ Record (___ RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
X Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
X Staff development

INTENDED AGE LEVEL:

X Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

This 150 page text describes a number of behaviorally based procedures for decreasing inappropriate behaviors. Foxx presents these procedures according to his "least restrictive treatment model". All procedures discussed are ranked from least to most restrictive, levels I to III. Within the model, techniques are ranked according to their aversiveness, intrusiveness and severity. It is intended primarily for teachers, aides, institutional staff, parents, program designers, members of behavior management or restrictive procedures committees in agencies which serve the severely retarded but is applicable to programming for sensory impaired persons with concommitant retardation and/or autistic-like behavior.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: MALADAPTIVE BEHAVIOR

AUTHOR(S): Rincover, A.

DATE: 1981

TITLE: How to use sensory extinction

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence KS 66044

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☒ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☐ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☒ Developmental
- ☒ Pre-school
- ☒ Elementary
- ☐ High school
- ☐ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☐ Other disabilities

DESCRIPTION/COMMENTS:

One of a series. Provides parents, therapists and teachers with "how-to" guide to treating self-stimulation and other maladaptive behaviors using sensory extinction principles to mask or remove the naturally occurring sensory consequences of a behavior.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: MALADAPTIVE BEHAVIOR

AUTHOR(S): Luce, S.C. and Christian, W.P.

DATE: 1981

TITLE: How to reduce autistic and severely maladaptive behaviors

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ________

Print

- X Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- X Developmental
- X Pre-school
- X Elementary
- X High school
- ___ Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

One of a series. Provides specific information on the reduction of severe behavior problems through the use of mild but effective behavior management procedures.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: MALADAPTIVE BEHAVIOR

AUTHOR(S): Favell, J.E. and Greene, J.W.

DATE: 1981

TITLE: How to treat self-injurious behavior

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- _x_ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- _x_ Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- _x_ Developmental
- ___ Pre-school
- ___ Elementary
- ___ High school
- ___ Adult

ADAPTABLE FOR:

- _x_ Visually impaired/Blind
- _x_ Hearing impaired/Deaf
- _x_ Developmentally disabled
- _x_ Other disabilities

DESCRIPTION/COMMENTS:

One of a series. Describes for parents, teachers and therapists "how-to" treat self-injurious behavior in severely handicapped individuals. Steps include exploring reasons for such behavior, providing physical protection during treatment, arranging for alternate activities and reward desirable behavior to reduce possible rewards for self-injury.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: MALADAPTIVE BEHAVIOR

AUTHOR(S): Buckley, N.K. and Walker, H.M.

DATE: 1978

TITLE: Modifying classroom behavior: A manual of procedure for classroom teachers

PUBLISHER/SOURCE: Research Press Company
2612 North Mattis Ave.
Champaign, IL 61820

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
_x_ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_x_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
_x_ Elementary
_x_ High school
___ Adult

ADAPTABLE FOR:

_x_ Visually impaired/Blind
_x_ Hearing impaired/Deaf
_x_ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

This 130 page text incorporates both prose and programmed items to form a "semi programmed" content for training teachers. It contains detailed procedures and applications of behavior modification as applicable to classroom behaviors. Chapter topics include: How behaviors are learned, why behaviors continue to be performed (maintained), How behaviors can be eliminated, Measuring behavior, and Modifying classroom behavior. Dr. H.M. Walker is the author of the "Walker Problem Behavior Identification Checklist".

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: MALADAPTIVE BEHAVIOR

AUTHOR(S): Blanco, R.F.

DATE: 1982

TITLE: Prescriptions for children with learning and adjustment problems, 2nd edition.

PUBLISHER/SOURCE: Springfield, IL: Charles C. Thomas

TYPE OF MATERIAL:

Media
- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print
- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☒ Book
- ☐ Catalog

Software
- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]

Copying permissable? Yes [✓ No]

Approximate cost:

$17.75

INTENDED AUDIENCE:
- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:
- ☒ Developmental
- ☒ Pre-school
- ☒ Elementary
- ☒ High school
- ☐ Adult

ADAPTABLE FOR:
- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

This text offers more than 1500 interventions organized according to diagnostic categories. Prescriptions in the areas of aggression, antisocial behavior, dominance and dependence, affective behavior, cognitive dysfunction, personality disturbances, mental retardation, learning disabilities, low average intelligence, brain damage and sensory impairments are offered.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: MALADAPTIVE BEHAVIOR

AUTHOR(S): Blanco, R.F.

DATE: 1983

TITLE: "Treating Self-Injurious Behavior of Deaf-Blind Children"

PUBLISHER/SOURCE: Available From:
Ralph T. Blanco, Ph.D.
Dept. of School Psychology
Temple University
Philadelphia, PA 19122

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☐ Pamphlet
- ☒ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☒ Developmental
- ☒ Pre-school
- ☒ Elementary
- ☒ High school
- ☐ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☐ Other disabilities

DESCRIPTION/COMMENTS:

This monograph is written for psychologists, special education teachers, and therapists who deal with deaf-blind children. It draws heavily from behavioral management theories but also encompasses other theories which explain and change human behavior. Twenty-nine treatment options are described for 12 major categories of self-injurious behavior.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: ______________________________

AUTHOR(S):

DATE:

TITLE:

PUBLISHER/SOURCE:

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other __________ __________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes No
Copying permissable? Yes No

Approximate cost:

INTENDED AUDIENCE:

- ___ Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- ___ High school
- ___ Adult

ADAPTABLE FOR:

- ___ Visually impaired/Blind
- ___ Hearing impaired/Deaf
- ___ Developmentally disabled
- ___ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: ____________________

AUTHOR(S):

DATE:

TITLE:

PUBLISHER/SOURCE:

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ____________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes No
Copying permissable? Yes No

Approximate cost:

INTENDED AUDIENCE:

___ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General - Sexuality, Social

AUTHOR(S): Edwards, J., & Wapnick, S.

DATE: 1981

TITLE: Being me....A social/sexual training guide for those who working with the developmentally disabled.

PUBLISHER/SOURCE: EDNICK Communications
Box 3612
Portland, Oregon 97208

TYPE OF MATERIAL:

Media

___ Film (___mm)
X Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
X Other Pictures, Photographs

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
X Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Excellent Resource
Sexuality, Social Skills
How to greet & meet people
Sexual behaviors - private vs. public
Interpersonal Skills
Available at: Rehabilitation Center - AIDB
Jacksonville State University

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S):

DATE: (1978)

TITLE:

PUBLISHER/SOURCE:
Eye Gate Media
146-01 Archer Avenue
Jamaica, New York 11435

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___ RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- X Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? [✓ Yes] No

Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- X Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

Audio Visual Materials

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Lint, S.

DATE: (1984)

TITLE: A handbook for the disabled: Idea & inventions for easier living.

PUBLISHER/SOURCE: New York, New York: Scribner's Sons Publishing.

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)
☐ Other ____________

Print

☐ Pamphlet
☐ Article
☐ Workbook/work sheets
☐ Poster(s)
☐ Curriculum
☒ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$17.95

INTENDED AUDIENCE:

☒ Teacher resource
☒ Student material
☐ Staff development

INTENDED AGE LEVEL:

☐ Developmental
☐ Pre-school
☐ Elementary
☒ High school
☒ Adult

ADAPTABLE FOR:

☒ Visually impaired/Blind
☒ Hearing impaired/Deaf
☒ Developmentally disabled
☒ Other disabilities

DESCRIPTION/COMMENTS:

Resource book

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Hall, R.V. and Hall, M.C.

DATE: 1980

TITLE: How to select reinforcers

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence KS 66044

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☒ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☒ Developmental
- ☒ Pre-school
- ☒ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

One of a series. Provides a wide range of potential reinforcers and guidelines for selecting effective reinforcers in bringing about behavior change at home, in school and in industry.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Van Houten, R.

DATE: 1980

TITLE: How to use reprimands

PUBLISHER/SOURCE:
H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media
- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other __________

Print
- ☒ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software
- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:
- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:
- ☒ Developmental
- ☒ Pre-school
- ☒ Elementary
- ☐ High school
- ☐ Adult

ADAPTABLE FOR:
- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☐ Developmentally disabled
- ☐ Other disabilities

DESCRIPTION/COMMENTS:

One of a series. Provides information, exercises and rules governing the proper use of reprimands to weaken behaviors that parents, teachers, and others would like to decrease.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Van Houten, R.

DATE: 1980

TITLE: How to motivate others through feedback

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence KS 66044

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☒ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☒ Pre-school
- ☒ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

One of a series. Explains the use of feedback as an effective means of reinforcing/strengthening behaviors that parents, teachers, supervisors and employers want to increase. A "how-to" manual for immediate practice of specific techniques.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Hall, R.V. and Van Houten, R.

DATE: 1983

TITLE: Managing Behaviors, Volumes 1,2 & 3

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence KS 66044

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- X Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- X Developmental
- X Pre-school
- X Elementary
- X High school
- ___ Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

This series of three small books (approximately 100 pages each) describes practical procedures and examples of applied behavior analysis as a method of changing behavior. Volume titles are: (1) Measurement of Behavior, (2) Basic Principles and (3) Applications in School and Home.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Hall, R.V. and Hall, M.C.

DATE: 1980

TITLE: How to use systematic attention and approval (social reinforcement)

PUBLISHER/SOURCE:
H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media
- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print
- ☒ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software
- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]

Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:
- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:
- ☐ Developmental
- ☒ Pre-school
- ☒ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:
- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

One of a series. This brief pamphlet specifically describes the principles of "Social reinforcement" for those who wish to become better motivators with young children, in school and in industry. A "how-to" book for application of systematic attention and approval to change behavior.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Hall, R.V. and Hall, M.C.

DATE: 1980

TITLE: How to use planned ignoring (Extinction)

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media

- Film (mm)
- Slides
- Audio cassette
- Record (RPM)
- Filmstrip
- Video-tape (inch)
- Other

Print

- [✓ Pamphlet]
- Article
- Workbook/work sheets
- Poster(s)
- Curriculum
- Book
- Catalog

Software

- Diskette
- Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- [✓ Teacher resource]
- Student material
- Staff development

INTENDED AGE LEVEL:

- Developmental
- [✓ Pre-school]
- [✓ Elementary]
- [✓ High school]
- [✓ Adult]

ADAPTABLE FOR:

- [✓ Visually impaired/Blind]
- [✓ Hearing impaired/Deaf]
- [✓ Developmentally disabled]
- [✓ Other disabilities]

DESCRIPTION/COMMENTS:

One of a series. This pamphlet briefly but specifically describes the principles of "extinction" for those who wish to decrease unwanted behaviors in young children, in school and in industry. A "how-to" book for application of systematically planned ignoring to change behavior.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Azrin, N.H. and Besalel, V.A.

DATE: 1980

TITLE: How to use overcorrection

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ________

Print

X Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
X Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

One of a series. A brief but specific description of the principles of "self-correctio and "overcorrection". A "how-to" book for those who have responsibility for the care of other persons to be used under the supervision of a professional who is familiar with proper use of the methods.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Hall, R.V. and Hall, M.C.

DATE: 1980

TITLE: How to use time out

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

x Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

x Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
x Pre-school
x Elementary
x High school
x Adult

ADAPTABLE FOR:

x Visually impaired/Blind
x Hearing impaired/Deaf
x Developmentally disabled
x Other disabilities

DESCRIPTION/COMMENTS:

One of a series. Provides information and exercises for persons who want to learn to use the principle of "time out" as a mild but effective punishment procedure. A "how-to" manual for parents, teachers, employers and others to learn to use time out in a systematic way and with consistently favorable results.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Ayllon, T. and McKittrick, S.M.

DATE: 1982

TITLE: How to set up a token economy

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ______

Print

- ☒ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☒ Pre-school
- ☒ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

One of a series. Describes the use of token economies in homes, classrooms, institutions and communities for practitioners to quickly grasp the basic elements and set one up to meet their needs in their own environments.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Hall, R.V. and Hall, M.C.

DATE: 1982

TITLE: How to negotiate a behavioral contract

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ________

Print

- _x_ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- _x_ Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- _x_ Pre-school
- _x_ Elementary
- _x_ High school
- _x_ Adult

ADAPTABLE FOR:

- _x_ Visually impaired/Blind
- _x_ Hearing impaired/Deaf
- _x_ Developmentally disabled
- _x_ Other disabilities

DESCRIPTION/COMMENTS:

One of a series. Procedures are described for effective behavior management of children, students and other persons who behavior may be creating disruption or interference at home, school or on the job.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Potock. P.A. and Miller, B.L.

DATE: 1980

TITLE: Hands On: A Manipulative Curriculum for Teaching Multihandicapped Hearing Impaired Students

PUBLISHER/SOURCE: Tuscow, AZ: Communication Skill Builders

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
_x_ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$39.00

INTENDED AUDIENCE:

_x_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

_x_ Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
_x_ Hearing impaired/Deaf
_X_ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

Helps to prepare multiply handicapped hearing impaired students for entry into existing higher level programs. A systematic approach for professionals working with students who function below a three-year developmental age.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Esveldt-Dawson, K. and Kazdin, A.E.

DATE: 1982

TITLE: How to use self-control

PUBLISHER/SOURCE:
H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media
- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print
- ☒ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software
- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]

Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:
- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:
- ☐ Developmental
- ☐ Pre-school
- ☒ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:
- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

One of a series. Describes six procedures for achieving self-control by the manual's reader. Could also be used by professional to guide client in changing his/her own behavior.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Westaway, A. & Apolloni, T

DATE: (1978)

TITLE: Becoming independent.

PUBLISHER/SOURCE: Bellevue, WA: Edmark Associates
Helen Keller School of Alabama

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- _x_ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- _x_ Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- _x_ Elementary
- _x_ High school
- _x_ Adult

ADAPTABLE FOR:

- _x_ Visually impaired/Blind
- _x_ Hearing impaired/Deaf
- _x_ Developmentally disabled
- _x_ Other disabilities

DESCRIPTION/COMMENTS:

Social Interpersonal Skills
Sexual Awareness

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Popovich, D. and Laham, S.

DATE: 1982

TITLE: The Adaptive Behavior Curriculum, Volumes 1 and 2: Prescriptive Behavior Analyses for Moderately, Severely and Profoundly Handicapped Students

PUBLISHER/SOURCE: Baltimore: Paul H. Brookes

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
X Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

X Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

Encompasses five curriculum areas: Self-Help, Communication, Perceptual-Motor, Socialization and Aquatics. Designed to meet the educational service needs of moderately, severely and profoundly handicapped students as well as those of severely multiply impaired persons. Behaviorally defines terminal behaviors and provides prescriptive task analyses which have incorporated the principle of backward chaining. Requires some adaptation for sensory impaired persons.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Reggio, K., Davidson, J., & Shooltz, D.

DATE: (1976-1977)

TITLE: Individualized health incentive program modules for physically disabled students for grades kindergarten through twelve.

PUBLISHER/SOURCE: Human Resource Center
I.U. Willets Road
Albertson, NY 11507

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)
☐ Other ___________

Print

☐ Pamphlet
☐ Article
☐ Workbook/work sheets
☐ Poster(s)
☒ Curriculum
☐ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

4.50 per volume, $17.50 per set

INTENDED AUDIENCE:

☒ Teacher resource
☒ Student material
☒ Staff development

INTENDED AGE LEVEL:

☐ Developmental
☐ Pre-school
☒ Elementary
☒ High school
☐ Adult

ADAPTABLE FOR:

☒ Visually impaired/Blind
☒ Hearing impaired/Deaf
☒ Developmentally disabled
☒ Other disabilities

DESCRIPTION/COMMENTS:

Five volume set of modules which deal with

1) Safety and Survival Education
2) Environmental and Community Health
3) Sociological Health Problems
4) Mental Health and Family Life Education
5) Physical Health

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Chandler, Barbara

DATE: (1979)

TITLE: Information Sources for Health Education

PUBLISHER/SOURCE: Division of General Education
NTID
New York

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- ___ High school
- ___ Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

The paper presented an excellent annotated bibliography of materials available at NTID. Includes videotapes, films, filmstrips, slides, transparencies and printed material. Especially useful for family responsibility, social/interpersonal skills and health/hygiene.

Copy available at Alabama School for the Deaf.

NILS 9/84

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S):

DATE: (1980)

TITLE: Lesson guide for captioned films: A training and utilization guide.

PUBLISHER/SOURCE: Washington D.C.: The Captioned Films for the Deaf Distribution Center of the Conference of Executives of American Schools for the Deaf, Inc.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
_X_ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_X_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
_X_ Pre-school
_X_ Elementary
_X_ High school
_X_ Adult

ADAPTABLE FOR:

_X_ Visually impaired/Blind
_X_ Hearing impaired/Deaf
_X_ Developmentally disabled
_X_ Other disabilities

DESCRIPTION/COMMENTS:

Order Info: Mr. Val Brummetl, Jr.
Captioned Films for the Deaf
624 East Walnut St.
Suite 223
Indianapolis, Indiana 46204

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Newby, R.

DATE:

TITLE: Life concept cards on marriage and birth.

PUBLISHER/SOURCE: Eagleville, Penn.: Newby Visual Language.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
X Other Flashcards

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
X High school
X Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Health/Hygiene
Family Responsibility

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Media Materials Inc.

DATE: (1983)

TITLE: Materials for educational development in basic areas (M.E.D.I.A.)

PUBLISHER/SOURCE: Baltimore, MD: Media Materials Inc.
Toll Free #: 1-800-638-1010

TYPE OF MATERIAL:

Media

- X Film (___mm)
- ___ Slides
- X Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- X Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- X Catalog

Software

- X Diskette
- X Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:
Can purchase complete package or series.

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

Materials available to cover:

Community	Money	Home Management
identification of signs (Basic & Warning)	Banking Consumer Ed. Food Purchasing	Locating Apartments Use of Newspaper

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Husak, G., Pahre, P. & Stewart, J.

DATE:

TITLE: The money series.

PUBLISHER/SOURCE: Hopewell Books, Inc.
1670 Sturbridge Dr., Rd #1
Sewickely, PA 15143

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___

Print

- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☒ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☒ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☐ Pre-school
- ☒ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

10 books discussing planning and shopping for food and clothes; renting a room or apartment, budgeting; checking and savings account. Covers money management, community awareness, legal awareness & family responsibility. Second grade reading level.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S):

DATE: 1983-1985

TITLE: One source buyers guide.

PUBLISHER/SOURCE: Curriculum Productions, Co.
Department 6 - Box 457
Churchville, PA. 18966-0457

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- X Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- X Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

See catalog section on Basic and Life Skills

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S):

DATE:

TITLE: Products for people with vision problems.

PUBLISHER/SOURCE: American Foundation for the Blind
Consumer Products Department
15 West 16th Street
New York, New York 10011

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- ___ Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- X Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- X Pre-school
- X Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- X Visually impaired/Blind
- ___ Hearing impaired/Deaf
- ___ Developmentally disabled
- ___ Other disabilities

DESCRIPTION/COMMENTS:

Aids & Appliances for use in independent living skills training

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Project Raise

DATE: (1983)

TITLE: The Raise I: How-to-manual

PUBLISHER/SOURCE:
Project Raise
Pima County Adult Education
131 West Congress, Room 540
Tuscon, Arizona 85701

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ____________

Print

- ___ Pamphlet
- ___ Article
- X Workbook/work sheets
- ___ Poster(s)
- X Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

$10.00

INTENDED AUDIENCE:

- X Teacher resource
- X Student material
- ___ Staff development

INTENDED AGE LEVEL:

- ___ Developmental
- ___ Pre-school
- ___ Elementary
- X High school
- X Adult

ADAPTABLE FOR:

- ___ Visually impaired/Blind
- X Hearing impaired/Deaf
- X Developmentally disabled
- X Other disabilities

DESCRIPTION/COMMENTS:

Self instruction manual on self-maintenance, home maintenance and health/nutrition.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Project Raise

DATE: (1983)

TITLE: The Raise II: How-to-manual

PUBLISHER/SOURCE:
Project Raise
Pima County Adult Education
131 West Congress Room 540
Tuscon, Arizona, 85701

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
_X_ Workbook/work sheets
___ Poster(s)
_X_ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:
$12.00

INTENDED AUDIENCE:

_X_ Teacher resource
_X_ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
_X_ High school
_X_ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
_X_ Hearing impaired/Deaf
_X_ Developmentally disabled
_X_ Other disabilities

DESCRIPTION/COMMENTS:

Covers communication and language proficiencies, financial management and other educational topics.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Levin, B.J. & Johansen, M.L. (Eds.).

DATE: (1977)

TITLE: Real life reading skills: A scholastic program in functional literacy.

PUBLISHER/SOURCE: New York: Scholastic Book Services

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☒ Other Transparencies

Print

- ☐ Pamphlet
- ☐ Article
- ☒ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? [✓ Yes] No

Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☒ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

Community signs, Household Signs & Labels
Following directions (maps, recipes)
Completing applications, Appliance care
Household repairs, Use of telephone
Applying for loans

Available at Jacksonville State University: Resource Lab

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Albert; E.B. (Coordinator).

DATE: (1974-1975)

TITLE: Social emotional adjustment curriculum guide.

PUBLISHER/SOURCE: Gurnee, Illinois: Special Education District of Lake County

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TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☒ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]

Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☐ High school
- ☐ Adult

ADAPTABLE FOR:

- ☐ Visually impaired/Blind
- ☐ Hearing impaired/Deaf
- ☐ Developmentally disabled
- ☐ Other disabilities

DESCRIPTION/COMMENTS:

Development of social skills for family relationships and community awareness.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S):

DATE: 1983

TITLE: Sunburst - 1983 catalog of sound filmstrips

PUBLISHER/SOURCE:
Sunburst Communications
Room JT 636
39 Washington Ave.
Pleasantville, New York 10570

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
X Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
X Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
___ Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Covers all the basic independent living Skills.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Alexander, D.

DATE:

TITLE: Tips

PUBLISHER/SOURCE: Stanfield Film Associates
P.O. Box 1983-A
Santa Monica, CA 90406

TYPE OF MATERIAL:

Media

___ Film (___mm)
X Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
X Other Teacher's Guide

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

Individual Parts $50.00 @
Complete Program $395.00

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

Seven parts:
1. Getting Along with Others
2. Getting to Know Others
3. Getting Along with Adults
4. Having Friends
5. Enjoying Free Time
6. Living in the Community
7. Being on the Job

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): DiCola, M.A. and Ward, V.M.

DATE: June 1976

TITLE: Upper School Independent Living Skills Program Guide, Revised Edition

PUBLISHER/SOURCE: Kentucky School for the Deaf, Danville, KY

TYPE OF MATERIAL:

Media
- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___

Print
- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☒ Curriculum
- ☐ Book
- ☐ Catalog

Software
- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$2.25

INTENDED AUDIENCE:
- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:
- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☒ High school
- ☐ Adult

ADAPTABLE FOR:
- ☐ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☐ Developmentally disabled
- ☐ Other disabilities

DESCRIPTION/COMMENTS:

Outlines of course content with suggested activities for major units: Social Problems (Personal Adjustment, Family Life, Employment, Communication Services, Special Equipment for the Deaf, Consumer Information, Medical Information, Legal Information, Traveling Information, Postal Information, Catalog Information), Money Management, Organizations Serving the Adult Deaf, Community Services and Continuing Education.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Gallaudet College Press

DATE: January 1981

TITLE: Curriculum Guide Bank - A Catalog of Contributed Curriculum Guides

PUBLISHER/SOURCE: Gallaudet College Press, Kendall Green, Washington, D.C. 20002

TYPE OF MATERIAL:

Media

___ Film (___ mm)
___ Slides
___ Audio cassette
___ Record (___ RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
_X_ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_X_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
_X_ Pre-school
_X_ Elementary
_X_ High school
___ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
_X_ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

A listing of curriculum guides which schools for the deaf have submitted to the office of the special school of the future. Pertinent curriculum guides are listed under the following topics: Career Education, Home Economics, Independent Living, Guidance and Health.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S):

DATE: 1978

TITLE: Activities of daily living curriculum for handicapped adults

PUBLISHER/SOURCE: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout 54751

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)
☐ Other ____________

Print

☐ Pamphlet
☐ Article
☐ Workbook/work sheets
☐ Poster(s)
☒ Curriculum
☐ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

☒ Teacher resource
☐ Student material
☐ Staff development

INTENDED AGE LEVEL:

☐ Developmental
☐ Pre-school
☒ Elementary
☒ High school
☒ Adult

ADAPTABLE FOR:

☒ Visually impaired/Blind
☒ Hearing impaired/Deaf
☒ Developmentally disabled
☒ Other disabilities

DESCRIPTION/COMMENTS:

This curriculum covers all areas of independent living skills: money management, family responsibility, health hygiene, etc.

Skills are task analyze and prerequisite skills are indicated

Available at: Alabama School for the Blind
Helen Keller School of Alabama

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Schwab, L. & Lemle, M.

DATE: 1982

TITLE: Rehabilitation for independent living: A selected bibliography.

PUBLISHER/SOURCE: Washington, D.C. : President's Committee on Employment of the Handicapped.

TYPE OF MATERIAL:

Media

- ☐ Film (___ mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___ RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ____________

Print

- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☐ High school
- ☐ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

This is an up-to-date bibliography of resources for teaching all areas of independent living. Although written specifically for individuals with physical disabilities or mental retardation, it is adaptable for all disabled persons. Includes references on all types of materials and identifies sources for acquiring information.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Department of Daily Living Skills

DATE: (1980)

TITLE: Task Analysis - Daily Living Skills

PUBLISHER/SOURCE: Ellisville, MS: Rehabilitation for the Blind, Ellisville State School

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TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
_x_ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? [✓ Yes] No

Approximate cost:

INTENDED AUDIENCE:

_x_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
_x_ Adult

ADAPTABLE FOR:

_x_ Visually impaired/Blind
___ Hearing impaired/Deaf
_x_ Developmentally disabled
_x_ Other disabilities

DESCRIPTION/COMMENTS:

Facility - developed task analysis of skills in: Home Management
Personal Hygiene
Food Management

Includes record-keeping forms and evaluation/progress checklists.

Available from: Rehabilitation for the Blind
Ellisville State School
Ellisville, MS 39437

NILS 9/84

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Castle, D.

DATE:

TITLE: Signalling devices for hearing impaired people.

PUBLISHER/SOURCE:
National Technical Institute for the Deaf
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, New York 14623

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)

___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
_X_ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_X_ Teacher resource
_X_ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
_X_ Elementary
_X_ High school
_X_ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
_X_ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): AFL Project

DATE: (1977)

TITLE: Family planning and parenting.

PUBLISHER/SOURCE: Austin, Texas: The University of Texas

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☒ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☒ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☒ High school
- ☒ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

Health/Hygiene
Family Responsibility

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Smith, B.C.

DATE: October 1978

TITLE: Instructional Materials in Independent Living - Resources in Personal, Social and Community Adjustment.

PUBLISHER/SOURCE: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin - Stout, Menomonie WI 54751

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☐ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☒ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$1.50

INTENDED AUDIENCE:

- ☐ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☐ High school
- ☐ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☐ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

An annotated listing of curriculums/teaching materials for skill areas in the following categories: Personal Care, Health, Basic Survival Skills, Homemaking, Self-Concept, Sex Education, Interpersonal Relations, Leisure Time, Money Management, Community Resources, Transportation, Time Management and Legal Rights. Sources and costs are listed for each item.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S):

DATE:

TITLE: Curriculum guide for teachers of the severely handicapped - State schools for the severely handicapped.

PUBLISHER/SOURCE: Columbia, Missouri: Department of Special Education, University of Missouri.

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)
☐ Other ___________

Print

☐ Pamphlet
☐ Article
☐ Workbook/work sheets
☐ Poster(s)
☒ Curriculum
☐ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$5.00

INTENDED AUDIENCE:

☒ Teacher resource
☐ Student material
☒ Staff development

INTENDED AGE LEVEL:

☐ Developmental
☐ Pre-school
☐ Elementary
☐ High school
☐ Adult

ADAPTABLE FOR:

☒ Visually impaired/Blind
☒ Hearing impaired/Deaf
☒ Developmentally disabled
☒ Other disabilities

DESCRIPTION/COMMENTS:

Very detailed curriculum of task-analyzed skills.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: General

AUTHOR(S): Harry E. Frank, Project Director

DATE: 1979

TITLE: Learning encounters to develop community awareness

PUBLISHER/SOURCE: Department of Vocational and Adult Education
Auburn University
Auburn, AL 36849 (205) 826-4271

TYPE OF MATERIAL:

Media

☐ Film (___mm)
☐ Slides
☐ Audio cassette
☐ Record (___RPM)
☐ Filmstrip
☐ Video-tape (___ inch)
☐ Other ___________

Print

☐ Pamphlet
☐ Article
☒ Workbook/work sheets
☐ Poster(s)
☒ Curriculum
☐ Book
☐ Catalog

Software

☐ Diskette
☐ Cassette

Miscellaneous

Consummable? [✓ Yes] No
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

☒ Teacher resource
☒ Student material
☐ Staff development

INTENDED AGE LEVEL:

☐ Developmental
☐ Pre-school
☐ Elementary
☒ High school
☒ Adult

ADAPTABLE FOR:

☒ Visually impaired/Blind
☒ Hearing impaired/Deaf
☒ Developmentally disabled
☒ Other disabilities

DESCRIPTION/COMMENTS:

Covers lessons and materials on: advertising, buying appliances, credit, insurance, energy conservation and buy-wise practices.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Center for Independent Living

DATE: 1981

TITLE: Instructor Manuals: Orientations and Mobility, Personal Management, Sensory Development and Sewing

PUBLISHER/SOURCE: Center for Independent Living, 318 East 15th St., New York, NY 10003

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
_x_ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

$3.00 - $5.00

INTENDED AUDIENCE:

_x_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
_x_ Adult

ADAPTABLE FOR:

_x_ Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

Each manual contains sequenced series of behaviorally stated tasks to provide accountability and encourage a self-help approach to learning. There are special sections on student evaluation and progress-recording, use of behavioral objectives and class notes for the instructor. While developed for the older visually impaired person, their application is much broader for instructors and others working with the visually impaired.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Center for Independent Living

DATE: 1981

TITLE: Self-Help Products for Visually Impaired Adults

PUBLISHER/SOURCE: Center for Independent Living, 318 East 15th St., New York, NY 10003

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☒ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☐ Pamphlet
- ☐ Article
- ☒ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? [✓ Yes] No

Copying permissable? Yes [✓ No]

Approximate cost:

$25.00

INTENDED AUDIENCE:

- ☐ Teacher resource
- ☒ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☐ Developmental
- ☐ Pre-school
- ☐ Elementary
- ☐ High school
- ☒ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☐ Hearing impaired/Deaf
- ☐ Developmentally disabled
- ☐ Other disabilities

DESCRIPTION/COMMENTS:

Self-study kits for older visually impaired adults to learn adjustment skills in their homes. Current courses are basic indoor mobility, housekeeping skills, personal management and sensory developmen [illegible] Each kit contains audio tape cassettes, a large print transcript and criteria for performance evaluation.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Napier, G.D., Kappan, D.C., Tuttle, D.W., Schrotberger, W.L., & Dennison, A.L.

DATE: 1974

TITLE: Handbook for teachers of the visually handicapped, 3rd edition.

PUBLISHER/SOURCE: Louisville, KY: American Printing House for the Blind.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
_X_ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes No

Approximate cost:

No cost to teachers of the visually handicapped.

INTENDED AUDIENCE:

_X_ Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

___ Developmental
___ Pre-school
___ Elementary
___ High school
___ Adult

ADAPTABLE FOR:

_X_ Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

Designed for the beginning or inexperienced teacher of the visually impaired to acquaint him/her with "Tips for the regular classroom teacher", "Day programs and the nonspecial education teacher", "Communication skills", "Activities of daily living", "Orientation and mobility", "Sources of materials", "Reading eye reports", etc.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Daidow, M.E.

DATE: 1974

TITLE: A guide for social competency: Course of study for the visually handicapped

PUBLISHER/SOURCE: Louisville, KY: American Printing House for the Blind.

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

___ Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
_X_ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

_X_ Teacher resource
___ Student material
_X_ Staff development

INTENDED AGE LEVEL:

_X_ Developmental
_X_ Pre-school
_X_ Elementary
_X_ High school
___ Adult

ADAPTABLE FOR:

___ Visually impaired/Blind
___ Hearing impaired/Deaf
___ Developmentally disabled
___ Other disabilities

DESCRIPTION/COMMENTS:

Encompasses K - grade 3, grades 4 - 6, junior high and senior high to cover these areas: (1) Personal appearance, (2) Interpersonal relations, (3) Dining skills and table etiquette and (4) Household skills and record keeping.

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NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Striefel, S.

DATE: 1981

TITLE: How to teach through modeling and imitation

PUBLISHER/SOURCE:
H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

x Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

x Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

x Developmental
x Pre-school
x Elementary
x High school
x Adult

ADAPTABLE FOR:

x Visually impaired/Blind
x Hearing impaired/Deaf
x Developmentally disabled
x Other disabilities

DESCRIPTION/COMMENTS:

One of a series. A "how-to" manual for parents, teachers and others who want to teach using modeling and imitation. Applicable to persons of all ages, these procedures can be used with children or adults in home, school or work environments.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Koegel, R.L. and Schreibman, L.

DATE: 1982

TITLE: How to teach autistic and other severely handicapped children

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media

- ☐ Film (___mm)
- ☐ Slides
- ☐ Audio cassette
- ☐ Record (___RPM)
- ☐ Filmstrip
- ☐ Video-tape (___ inch)
- ☐ Other ___________

Print

- ☒ Pamphlet
- ☐ Article
- ☐ Workbook/work sheets
- ☐ Poster(s)
- ☐ Curriculum
- ☐ Book
- ☐ Catalog

Software

- ☐ Diskette
- ☐ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- ☒ Teacher resource
- ☐ Student material
- ☐ Staff development

INTENDED AGE LEVEL:

- ☒ Developmental
- ☒ Pre-school
- ☒ Elementary
- ☐ High school
- ☐ Adult

ADAPTABLE FOR:

- ☒ Visually impaired/Blind
- ☒ Hearing impaired/Deaf
- ☒ Developmentally disabled
- ☒ Other disabilities

DESCRIPTION/COMMENTS:

One of a series. Provides parents, teachers and therapists with a step-by-step approach to teaching new skill that are important to independent living. Effective with autistic and severely handicapped individuals.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Azrin, N.H. and Besalel, V.A.

DATE: 1981

TITLE: How to use positive practice

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media

- ___ Film (___mm)
- ___ Slides
- ___ Audio cassette
- ___ Record (___RPM)
- ___ Filmstrip
- ___ Video-tape (___ inch)
- ___ Other ___________

Print

- x Pamphlet
- ___ Article
- ___ Workbook/work sheets
- ___ Poster(s)
- ___ Curriculum
- ___ Book
- ___ Catalog

Software

- ___ Diskette
- ___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

- x Teacher resource
- ___ Student material
- ___ Staff development

INTENDED AGE LEVEL:

- x Developmental
- x Pre-school
- x Elementary
- x High school
- ___ Adult

ADAPTABLE FOR:

- x Visually impaired/Blind
- x Hearing impaired/Deaf
- x Developmentally disabled
- x Other disabilities

DESCRIPTION/COMMENTS:

One of a series. Explains the use of positive practice for child care workers, counselors and staff members of institutions for developmentally disabled, retarded or emotionally disturbed young persons as well as parents and teachers of youngsters. Specific problems such as toilet training, classroom management, aggression, stuttering, habit control, bedwetting, stealing, etc are described.

NATIONAL INDEPENDENT LIVING SKILLS CURRICULUM GUIDE
Resource Description

AREA: GENERAL

AUTHOR(S): Kazdin, A. and Esveldt-Dawson, K.

DATE: 1981

TITLE: How to maintain behavior

PUBLISHER/SOURCE: H & H Enterprises
946 Tennessee St.
Lawrence, KS 66044

TYPE OF MATERIAL:

Media

___ Film (___mm)
___ Slides
___ Audio cassette
___ Record (___RPM)
___ Filmstrip
___ Video-tape (___ inch)
___ Other ___________

Print

X Pamphlet
___ Article
___ Workbook/work sheets
___ Poster(s)
___ Curriculum
___ Book
___ Catalog

Software

___ Diskette
___ Cassette

Miscellaneous

Consummable? Yes [✓ No]
Copying permissable? Yes [✓ No]

Approximate cost:

INTENDED AUDIENCE:

X Teacher resource
___ Student material
___ Staff development

INTENDED AGE LEVEL:

X Developmental
X Pre-school
X Elementary
X High school
X Adult

ADAPTABLE FOR:

X Visually impaired/Blind
X Hearing impaired/Deaf
X Developmentally disabled
X Other disabilities

DESCRIPTION/COMMENTS:

One of a series. Provides specific information about how to maintain behavior after a behavior modification program is withdrqwn, so that the client can function under ordinary living conditions.

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National Independent Living Skills Assessment Instruments
Guide to Scoring

Three rating scales are utilized throughout the NILS Assessment Instruments for the two types of assessment formats: (1) Observation (2) Interview/Performance.

INSTRUCTIONS:

A. For the observation tasks on the Health/Hygiene, Family Responsibility and Money Management Assessments, indicate the client's performance by circling the appropriate number for any of the following:

0 = Unable to Perform (U): The client does not exhibit the desired behavior or approximates the desired behavior only with hand-over-hand/manual guidance. The client exhibits little or no concept of the task involved.

If a program/agency, does not provide opportunities for the client to practice or demonstrate particular skills (e.g., cooking, cleaning, making change, etc.), the client's performance should be rated "Unable to Perform (U)" for those respective assessment items. It is safer to assume that a client who has no opportunity to practice a particular skill would need training in this skill than to assume otherwise. If the independent living skills assessment is inaccurate, the client could be misplaced in a living environment which requires utilization of skills he/she cannot perform. Thus, a costly and un-necessary failure for the client in his/her living environment, and possibly job placement as well, could occur as a result of a faulty assumption in assessment.

1 = Physical Prompt (PP): The client exhibits some experience with and knowledge of the task involved but the client's performance approximates the desired behavior only when physical prompting (touching for the purpose of directing attention, stablizing body parts or materials, or demonstration of desired behavior) and verbal/total communication prompting are utilized.

2 = Verbal/Total Communication Prompt (VP): The client exhibits the desired behavior but verbal/total communication prompting (speech, gestures or sign language for the purpose of redirecting attention, definition of words, repetition of instructions, simplification of language, or providing positive/negative feedback) was necessary for the performance criteria to be met.

Please Note: To assist in clarification of "prompting", the following examples are offered:

Physical prompts, e.g., touching client's elbow to help initiate movement in lifting a cup to his/her mouth; placing client's hand on open pants and pushing his/her hands downward to help initiate movement in lowering pants for toileting; etc.

Verbal Prompt, e.g., "That's good, what do you do next?" "You've done the first step. What do you do next?"; etc.

3 = Independent (I): The client performs the desired behavior and the behavior

occurs routinely without physical or verbal/total communication prompting. If the nature of a client's disability prohibits performance of the desired behavior, but the client initiates and directs another individual through the performance of the skill, it is considered to be independent performance.

You will notice that a limited number of items throughout the assessments have an asterisk (*) placed in the margin. These items have been identified as not applicable to certain segments of the population, e.g., "Cares for menstrual hygiene" obviously does not apply to men. On items with asterisks the evaluator should rate the client's performance as Independent (I) if the item is not applicable for that particular client.

B. For the observation tasks on the Social/Interpersonal Skills and Maladaptive Behavior Checklists, indicate the client's performance by circling the appropriate number for any of the following:

Maladaptive Behavior		Social/ Interpersonal
0 =	No Opportunity to Observe (N.O.): During the course of a client's program/training, staff have not had the opportunity to observe this behavior.	= 0
3 =	Infrequently/Never (I/N): The client seldom or never demonstrates this behavior.	= 1
2 =	Occasionally (OCC): The client demonstrates this behavior, but it does not occur routinely, i.e., the client performs the behavior but the behavior does not occur on a regular basis in his/her routine activities.	= 2
1 =	Consistently (CON): The client regularly demonstrates this behavior in his/her routine performance, i.e., the client almost always exhibits this behavior in his/her regular activities.	= 3

C. For all interview/performance tasks the evaluator should prepare the student/client by explaining that questions and/or imaginary situations will be presented one at a time. The student/client must understand that he/she is to (1) answer each question and/or (2) decide what he/she would do in the hypothetical situations.

The evaluator indicates the client's performance by circling the appropriate number for one of the following:

1 thru 6 = Yes: If the student/client is able to respond with any of the responses listed or an alternative answer that is viewed by the evaluator as a responsible action.

0 = No: If the student/client is unable to respond with any of the responses listed or an alternative answer that is viewed by the evaluator as a responsible action.

Note: Interview items may require probing by the examiner or alteration of the communication mode/language level. Evaluators are cautioned, however, not to prompt (guide or direct) a student/client's response.

MANNING HALL
1858

Alabama Institute for Deaf and Blind

205 E. South Street P.O. Box 698
Talladega, Alabama 35160
Tel: 205 / 362-1050

E. H. Gentry Technical Facility

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ANNOUNCEMENT

We are pleased to introduced the SKIL:SACK, Skills of Independent Living: Screening Assessment and Curriculum Kit which has been developed by the multidisciplinary staff of the National Independent Living Skills Project. This 3-volume package of materials includes:

Volume I - the Screening for Physical and Occupational Therapy Referral, (SPOTR)

Volume II - the NILS Screening Instrument

Volume III - the NILS Assessment Instruments and the NILS Curriculum Guide

The following paragraphs provide brief descriptions of these materials.

The SPOTR was designed by occupational and physical therapists to be individually administered by non-therapists in 30-45 minutes. This screening tool was specifically developed to identify those persons who need referral to an OT or a PT for evaluation of sensorimotor functions basic to adequate development of independent living skills. The SPOTR has been field-tested on 147 sensory-impaired adults (16 years and older). No special training or credentialling is required for users of the SPOTR.

The National Independent Living Skills (NILS) Screening Instrument is a tool designed to screen a student's/client's current level of general functioning in seven independent living skills areas. The primary purpose of this instrument is to estimate an individual's current skill level and knowledge base for each of the seven independent living skills areas and to profile the relationship of his/her functioning according to a continuum of six supervision levels found in alternative living environments.

Seven independent living skill sections are included in this instrument: (1) "Health/Hygiene", (2) "Family Responsibility", (3) "Money Management", (4) "Community Awareness", (5) "Legal Awareness", (6) "Social/Interpersonal Skills", and (7) "Maladaptive Behavior". Results from the Screening can be utilized to identify and prioritize general independent living skill areas that require indepth assessment and training.

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A secondary objective of the NILS Screening Instrument is to provide agencies at the regional, state and local levels with a tool by which to identify the general functioning levels of groups of persons. This process could provide interagency decision makers with valuable information for long term planning of staffing, physical plant and programmatic needs.

The NILS Assessment Instruments are designed to assist teachers, trainers, residential staff and rehabilitation personnel with indepth assessment of the current functioning of students/clients and with identifying individual strengths and needs for training in each of seven independent living skills areas. In addition, the results of NILS Assessment Instruments can be used to determine the supervision needs of an individual in relationship to a continuum of supervision levels found in alternative independent living environments such as group homes, supervised apartments, etc. Although these instruments were designed for sensory impaired individuals, the instruments were filed tested with 278 individuals with disabilities such as emotional conflict, mental retardation, learning disabilities as well as sensory impairment(s).

The NILS Curriculum Guide delineates units of instruction according to an index of supervision levels and specific resources and materials for teaching independent living skills as well as specific adaptations that may be necessary in working with sensory impaired persons.

Orders are now being accepted for the SKIL:SACK. We have enclosed an order form for your convenience, which includes price information. For further information, please contact me at (205) 362-1050.

The NILS Project staff is confident that you will find the SKIL:SACK to be a useful addition to your diagnostic and instructional programs.

Deanna Iceman

Deanna Iceman, Project Manager
National Independent Living Skills
Project

DJI:ec

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NATIONAL INDEPENDENT LIVING SKILLS PROJECT
MATERIALS ORDER FORM

PLEASE SEND:

		ITEM	COST	SUBTOTAL
____	Set(s)	SKIL:SACK - Skills of Independent Living: Screening, Assessment and Curriculum Kit, which includes one copy each of the SPOTR, NILS Screening Instrument, and NILS Assessment Instruments and Curriculum Guide. In addition, ten forms for each evaluation tool are included:	$35.00/set	____
		RECORDING FORMS - 20 per set		
____	Set(s)	SPOTR	2.00/set	____
____	Set(s)	NILS Screening Instrument	2.00/set	____
____	Set(s)	HEALTH/HYGIENE Assessment	2.00/set	____
____	Set(s)	FAMILY RESPONSIBILITY Assessment	2.00/set	____
____	Set(s)	MONEY MANAGEMENT Assessment	2.00/set	____
____	Set(s)	COMMUNITY AWARENESS Assessment	2.00/set	____
____	Set(s)	LEGAL AWARENESS Assessment	2.00/set	____
____	Set(s)	SOCIAL/INTERPERSONAL SKILLS	2.00/set	____
____	Set(s)	MALADAPTIVE BEHAVIOR	2.00/set	____
			Total Shipping & Handling Included	____

CHECK ONE:

/ / Payment Included (Write checks to AIDB-NILS Project)
/ / Purchase Order/Requisition Included
Payment will be due upon receipt

SEND TO THE FOLLOWING ADDRESS:

Name

Agency

Street

City State Zip